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## ABSTRACT

These South Dakota health education standards provide a framework for use by state education and health agencies and local school districts to create an instructional program that will enable their students to become healthy and capable of academic success. It is a framework for making decisions about which lessons, strategies, activities, and types of assessment to include in a health education curriculum. The standards include the standards/goals, indicators, benchmarks, and sample grade level objectives/activities. The standards are organized into grade level clusters so that a parent, local school board member, classroom teacher, or administrator can quickly review the health learning that is expected at a specific grade level. Grade level clusters are organized as K-2, 3-5, 6-8, and 9-12. The standards and indicators are the same at all levels to provide vertical alignment and continuity in the K-12 curriculum. The benchmarks are conceptually the same, but worded differently so as to be more developmentally appropriate for the various levels. The performance criteria are holistic rubrics that can be used as a summative assessment tool to gauge student achievement and progress. (SM)

# SOUTH DAKOTA HEALTH EDUCATION STANDARDS

## *A Resource Guide for Achieving Health Literacy*

***"No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved."***

***Ernest Boyer, President***  
The Carnegie Foundation for the  
Advancement of Teaching (1979-1995)

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**March 2000**

South Dakota Department of  
Education and Cultural Affairs  
Pierre, South Dakota

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# **SOUTH DAKOTA HEALTH EDUCATION STANDARDS**

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## **Preface**

In this era of education reform, health education standards are critical to the healthy development of children and adolescents. South Dakota Health Education Standards improve student learning by providing a foundation for curriculum development, instruction and assessment of student performance.

The South Dakota Health Education Content Standards were modeled after the National Health Education Standards written in 1995. The National Health Education Standards were developed by the Joint Committee on National Health Education Standards including the Association for the Advancement of Health Education, the American School Health Association, the American Public Health Association and the American Cancer Society.

The original SD Health Education Standards were approved by the State Board of Education in 1996. In conjunction with other South Dakota education initiatives, the 1996 standards were expanded to include indicators, benchmarks and sample grade level activities.

The Coordinated School Health Program in Department of Education & Cultural Affairs (DECA) and Department of Health (DOH) funded the writing process and selection of teacher writers to develop South Dakota's Health Education Standards. The writing committee consisted of South Dakota teachers from elementary through post-secondary levels who revised and enhanced the 1996 Health Education Standards to align with the format of other South Dakota content standards.

The Health Education Standards were sent out for peer review and presented to numerous groups for input. They were approved by the State Board of Education in March 2000.

## **A Vision for Health Education in South Dakota**

The vision for the SD Health Education Standards is to improve educational achievement and the health of South Dakota students, by developing students who are health literate. Health literacy is the capacity of individuals to obtain, interpret and understand basic health information and services; and the competence to use such information and services in ways, which enhance health. Four characteristics were identified as being essential to health literacy. The health literate person is:

- ❖ a critical thinker and problem solver
- ❖ a responsible, productive citizen
- ❖ a self-directed learner
- ❖ an effective communicator

## **Purpose of the Health Education Standards Document**

Schools have an enormous responsibility for helping students develop the knowledge and skills they need to be healthy and achieve academically. Since comprehensive school health education occurs within the context of education and learning, it contributes to the broader mission of schools.

These standards are a framework for state education and health agencies and local school districts to use to create an instructional program that will enable their students to become healthy and capable of academic success. It is a framework for decisions about which lessons, strategies, activities and types of assessment to include in a health education curriculum.

The intent of comprehensive school health education is to motivate students to maintain and improve their health, prevent disease and avoid or reduce health-related risk behaviors. It also provides students with the knowledge and skills to be healthy for a lifetime.

Comprehensive school health education is a planned, sequential pre-kindergarten through grade 12 curriculum that addresses the physical, mental, emotional and social dimensions of health. A comprehensive curriculum includes broad content areas on personal health, family health, community health, environmental health, growth and development, sexuality, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and prevention of substance use and abuse.

Effective curricula focuses on learning critical health skills such as communication, stress management, decision making and goal setting. The rationale for the focus on skills is derived from health education theory and is supported by research that has demonstrated the effectiveness of skills-based curricula in influencing students' health attitudes and practices.

## **Organization of the SD Health Education Standards**

The South Dakota Health Education Standards include the standards/goals, indicators, benchmarks, and sample grade level objectives/activities. The standards are organized into grade level clusters so that a parent, local school board member, classroom teacher, or administrator could quickly review the health learning that expected at a specific grade level. Grade level clusters are organized K-2, 3-5, 6-8, and 9-12. Also, the standards and indicators are the same at all levels to provide vertical alignment and continuity in the K-12 curriculum. The benchmarks are conceptually the same, but worded differently so as to be more developmentally appropriate for the various levels. The performance criteria are holistic rubrics that could be used as a summative assessment tool to gauge student achievement/progress.

## South Dakota K-12 Health Education Standards and Rationale

### 1. Students will understand health promotion and disease prevention concepts and practices.

#### **Rationale:**

*Basic to health education are a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body and the prevention of diseases and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops, provides a self-contained "learning laboratory." Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners, and establishes a foundation of leading healthy and productive lives.*

### 2. Students will access and evaluate health information, products, and services.

#### **Rationale:**

*Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move forward becoming health literate and responsible, productive citizens.*

### 3. Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

#### **Rationale:**

*Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.*

### 4. Students will use interpersonal communication skills to enhance personal health.

#### **Rationale:**

*Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Organizing and conveying information, beliefs, opinions, and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.*

### 5. Students will contribute to the health of their families, peers, schools, communities, and the environment.

#### **Rationale:**

*Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens, who are health literate, are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.*

## **South Dakota K-12 Health Education Standards and Indicators**

The South Dakota Health Education Standards and Indicators remain the same throughout the K-12 Standards document. It is within the benchmarks and sample grade level activities that there is a difference of what would be expected based on each grade level cluster.

### **STANDARD/GOAL ONE**

Students will understand health promotion and disease prevention concepts and practices.

#### **INDICATOR 1:**

Students will evaluate how personal behavior can impact the health of self, peers, and family.

#### **INDICATOR 2:**

Students will evaluate the impact of mental, emotional, social, and physical health on various interrelated body systems.

#### **INDICATOR 3:**

Students will analyze how medical research, government agencies, and public health policies influence health promotion and disease prevention.

### **STANDARD/GOAL TWO:**

Students will access and evaluate health information, products, and services.

#### **INDICATOR 1:**

Students will evaluate the impact of culture, media, and technology on personal health decisions and practices. Students will access and evaluate health information, products, and services.

#### **INDICATOR 2:**

Students will evaluate strategies for achieving and maintaining personal health goals.

#### **INDICATOR 3:**

Students will analyze how medical research, government agencies, and public health policies influence health promotion and disease prevention.



**STANDARD/GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.

**INDICATOR 1:**

Students will evaluate health-enhancing behaviors that promote wellness.

**INDICATOR 2:**

Students will evaluate strategies for achieving and maintaining personal health goals.

**INDICATOR 3:**

Students will evaluate the role of personal responsibility in health-related decisions.

**STANDARD/GOAL FOUR:**

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 1:**

Students will evaluate how communication affects relationships with family, peers, and community.

**INDICATOR 2:**

Students will evaluate and select effective communication skills, which enhance personal health.

**INDICATOR 3:**

Students will analyze conflict and engage in healthy communication and resolution strategies.

**STANDARD/GOAL FIVE:**

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 1:**

Students will analyze community and environmental health issues based on valid and reliable information.

**INDICATOR 2:**

Students will evaluate the impact of strategies used to address community and environmental health issues.

**INDICATOR 3:**

Students will advocate and support practices, which promote a healthy community and environment.

## **Acknowledgements**

This document would not have been possible without the support and effort of many individuals participating in this effort. A special thank you is extended to Peggy Blair and Mitch Chapel, Black Hills Special Services Cooperative staff; Monte Hillestad and Darlene Neiles, Pierre School District; Lynn Lafferty, Shannon County School District; Diane Madsen, Huron School District; Marilyn Jensen, Beresford School District; Sandy Klarenbeek, Spearfish School District; and Larry Tentinger, Black Hills State University; and Pat Stewart, Kari Senger and Laurie Jensen-Wunder, Department of Education & Cultural Affairs, and Linda Ahrendt, Department of Health.

## **Conclusion**

The South Dakota Health Education Standards give direction for moving toward excellence in teaching health education. Teachers and policy-makers can use the standards to design curricula, to allocate instructional resources, and to provide a basis for assessing student achievement and progress. The Health Education Standards identify knowledge and skills that can be assessed. They furnish guidance to all that are interested in improving health instruction, including local school districts, teachers, universities, state education and health agencies, parents, communities and national organizations.

Although the Health Education Standards identify what knowledge and skills students should know and be able to achieve, they leave precisely how this is to be accomplished to teachers and curriculum specialists who formulate curricula. The Health Education Standards are broad and flexible to accommodate the strengths and needs of students, families and local communities in South Dakota.

*It is the growing belief that any future advances made in improving the nation's health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can play an important role in improving the quality of living.*

**American Medical Association**

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## **SD HEALTH EDUCATION CONTENT STANDARDS K-2**

### **STANDARD/GOAL ONE:**

Students will understand health promotion and disease prevention concepts and practices.

### **INDICATOR 1:**

**Students will evaluate how personal behavior can impact the health of self, peers, and family.**

### **K-2 BENCHMARKS:**

- a. recognize the importance and consequences of feelings.
- b. identify good personal hygiene practices.
- c. identify appropriate health practices that affect self and others.

**Sample Grade Level Objectives/Activities:** (These statements are provided only as SAMPLES. There is one, (sometimes two) sample statement per benchmark. In the development of a comprehensive local curriculum, districts must articulate a variety of statements that support the benchmarks at each grade level.)

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<ol style="list-style-type: none"><li>1. identify expressions and behaviors associated with different feelings.</li><li>2. identify appropriate ways to deal with emotions.</li><li>3. practice personal hygiene habits, e.g., hand washing, blowing nose.</li><li>4. understand how practices in the home affect personal health, e.g., diet, sleep, hygiene.</li></ol>	<ol style="list-style-type: none"><li>1. describe physical and emotional feelings.</li><li>2. describe appropriate ways to deal with different emotions.</li><li>3. explain how personal hygiene affects health, e.g., cleanliness.</li><li>4. list various ways families and children help others stay healthy, e.g., emergency telephone calls.</li></ol>	<ol style="list-style-type: none"><li>1. explore different feelings in different situations</li><li>2. recognize how to deal with one's emotions in a healthy way.</li><li>3. understand how personal hygiene affects health, e.g., brushing teeth.</li><li>4. explain how families and classmates help others stay healthy, e.g., going to the doctor.</li></ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 2: Students will evaluate the impact of mental, emotional, social, and physical health on various interrelated body systems.**

### K-2 BENCHMARKS:

- a. identify major body parts and related functions (e.g., heart—pumping blood)
- b. recognize characteristics of emotional, social, and physical health.
- c. identify common health problems of children.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. recognize that the body has many different systems.</li> <li>2. describe what being well means, e.g., physically, emotionally, and socially.</li> <li>3. identify various childhood injuries and illnesses, e.g., bicycle accidents, chicken pox, measles.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify the major systems within the body.</li> <li>2. list characteristics of social, emotional, and physical health.</li> <li>3. describe potential health problems that can affect various body systems, e.g., lack of proper nutrition or exercise.</li> </ol>	<ol style="list-style-type: none"> <li>1. explain very basic functions of the major body systems.</li> <li>2. describe physical, social, and emotional health, e.g., courtesy to family and friends, managing anger.</li> <li>3. cite examples of the ways individuals grow physically, emotionally, and mentally.</li> <li>4. describe health problems that can affect different systems of the body, e.g., ear infections, asthma.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 3: Students will analyze how medical research, government agencies, and public health policies influence health promotion and disease prevention.**

### K-2 BENCHMARKS:

- a. identify information available from health care providers/services in the community.
- b. Identify various health care requirements and policies that affect safety and well-being.
- c. Identify health practices which help prevent disease.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. list various community health and safety helpers, e.g., nurse, police, firefighter, doctor, dentist.</li> <li>2. describe safety rules in school and the community, e.g., crossing the street, wearing a bike helmet, using seat belts.</li> <li>3. list specific practices that help prevent and control the spread of germs, e.g., washing hands, covering mouth when coughing.</li> </ol>	<ol style="list-style-type: none"> <li>1 describe the services of health care providers, e.g., doctors, nurses, dentists, hospitals.</li> <li>2 describe the importance of following safety procedures in the school, home and community</li> <li>3 list specific practices that prevent and control the spread of disease, e.g., proper use of drinking fountain.</li> </ol>	<ol style="list-style-type: none"> <li>1. explain how one uses the services of health care providers to maintain health, e.g., eye exam, teeth, and ear.</li> <li>2. describe the importance and function of safety procedures in the school, home, and community.</li> <li>3. list specific practices that prevent communicable diseases, e.g., universal precautions, and immunizations.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.**

### K-2 BENCHMARKS:

- a. recognize cultural differences and similarities among people regarding health.
- b. identify how the media affects thoughts, feelings, and personal health.
- c. identify examples of technology used in health.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. identify personal health habits and family beliefs/practices regarding health.</li> <li>2. Identify examples of health-related products.</li> <li>3. list commonly used health care technology, e.g., digital thermometers.</li> </ol>	<ol style="list-style-type: none"> <li>1. explore similar and unique attitudes/beliefs about health.</li> <li>2. identify commonly advertised and purchased health products and their uses.</li> <li>3. explore technologies used by various health care providers, e.g., x-rays.</li> </ol>	<ol style="list-style-type: none"> <li>1. explore different philosophies regarding a healthy lifestyle.</li> <li>2. identify ways media promotes commonly purchased health and hygiene products.</li> <li>3. describe how technology helps provide health-related information and services, e.g., organ donor banks.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health services, products, and information.**

### K-2 BENCHMARKS:

- a. identify the role of various local health agencies and/or services.
- b. identify the benefits of various local health resources.
- c. explain the availability of local health services and agencies.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. identify different roles of school and community health helpers, e.g., doctor, dentist.</li> <li>2. list benefits of services provided by health helpers.</li> <li>3. identify where to find various health helpers in the school/community, e.g., the nurse's office, teacher.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify the role of clinics, hospitals, and medical/dental offices in the community.</li> <li>2. explore how local health agencies protect and promote the well-being and safety of community members.</li> <li>3. identify where to find health services in the community, e.g., clinic, hospital.</li> </ol>	<ol style="list-style-type: none"> <li>1. explore the role of various community health services, e.g., field trip to hospital.</li> <li>2. understand how local health agencies protect and promote the well-being and safety of community members.</li> <li>3. explore the health services in the community, e.g., dentist, county health nurse, optometrist.</li> </ol>



# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.**

### K-2 BENCHMARKS:

- a. identify professional services needed for maintaining personal health.
- b. identify the variety of options in health care services/treatments.
- c. understand the importance of following a prescribed treatment.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>list personal/family situations, which require medical attention, e.g., ear aches, tummy aches, and elevated temperature.</li> <li>list community people who can provide help in case of an emergency.</li> <li>identify medicines that keep us well, e.g., vitamins.</li> </ol>	<ol style="list-style-type: none"> <li>identify various personal/family situations, which require medical attention, e.g., choking, broken bones.</li> <li>identify community people who can provide help in case of an emergency, e.g., life guard.</li> <li>list the purpose of various medicine or treatments.</li> </ol>	<ol style="list-style-type: none"> <li>describe various personal/family situations which require medical attention.</li> <li>describe community members who can assist in case of an emergency, e.g., EMT, ambulance worker.</li> <li>describe rules for the safe use of medicines or treatment.</li> </ol>

## SD HEALTH EDUCATION CONTENT STANDARDS K-2

### STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors that reduce health risks.

**INDICATOR 1: Students will evaluate health-enhancing behaviors that promote wellness.**

### K-2 BENCHMARKS:

- a. identify harmful behaviors.
- b. identify examples of social pressure.
- c. identify practices, which promote personal well-being.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"><li>1. list various harmful or risky behaviors, e.g., fighting, not wearing seatbelt.</li><li>2. describe how one can be a friend.</li><li>3. identify personal behavior that promotes health, e.g., adequate rest, bicycle safety.</li></ol>	<ol style="list-style-type: none"><li>1. explain the dangers of harmful or risky behavior, e.g., misuse of medicines, talking to strangers.</li><li>2. describe qualities of a good friend.</li><li>3. describe ways to stay well, e.g., good eating habits, using safety equipment.</li></ol>	<ol style="list-style-type: none"><li>1. describe how using drugs can be a helpful or harmful behavior.</li><li>2. examine good and bad friendships.</li><li>3. determine possible solutions for overcoming harmful or risky behavior.</li></ol>

## **SD HEALTH EDUCATION CONTENT STANDARDS K-2**

### **STANDARD/GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

**INDICATOR 2: Students will evaluate strategies for achieving and maintaining personal health goals.**

### **K-2 BENCHMARKS:**

- a. identify the elements of good health.
- b. understand the importance of achieving and maintaining good health.
- c. recognize level of current personal health.

### **Sample Grade Level Objectives/Activities:**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<ol style="list-style-type: none"><li>1. define what is good health.</li><li>2. identify positive daily health habits, e.g., brushing teeth, cleanliness, eating properly.</li><li>3. chart daily health practices.</li></ol>	<ol style="list-style-type: none"><li>1. describe the characteristics of good health.</li><li>2. describe daily health habits and their importance.</li><li>3. gather data on personal health, e.g., hours of sleep, conflicts with friends/family.</li></ol>	<ol style="list-style-type: none"><li>1. explain the difference between good and poor health.</li><li>2. describe how daily living habits affect health.</li><li>3. describe ways to determine level of personal health, e.g., absences due to illness, physical fitness assessments,</li></ol>

## SD HEALTH EDUCATION CONTENT STANDARDS K-2

### STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

**INDICATOR 3: Students will evaluate the role of personal responsibility in health-related decisions.**

### K-2 BENCHMARKS:

- a. identify personal choices that affect health.
- b. identify the attributes of personal responsibility.
- c. choose age-appropriate healthy behaviors.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"><li>1. identify personal health decisions, e.g., wear a seat belt, brush teeth.</li><li>2. define personal health responsibility.</li><li>3. list healthy behaviors, e.g., asking adults for help.</li></ol>	<ol style="list-style-type: none"><li>1. list health choices/decisions, which support good health.</li><li>2. define personal health responsibility to self and others, e.g., hand washing, managing conflict.</li><li>3. describe various healthy behaviors, e.g., sharing feelings.</li></ol>	<ol style="list-style-type: none"><li>1. compare various health decisions, e.g., prevention vs. treatment.</li><li>2. describe personal responsibility in maintaining health, e.g., hygiene, medical checkups.</li><li>3. explain practices, which help prevent health problems, e.g., following the food, guide pyramid.</li></ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 1: Students will evaluate how communication affects relationships with family, peers, and community.**

### K-2 BENCHMARKS:

- a. recognize ways to communicate care and consideration for self and others.
- b. identify various communication techniques used with family and peers.
- c. identify effective interpersonal communication skills.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"><li>1. list ways to be caring, courteous, and respectful.</li><li>2. explore ways to communicate with family members about health.</li><li>3. explore how to listen attentively.</li></ol>	<ol style="list-style-type: none"><li>1. understand that special health situations need to be treated with respect and kindness.</li><li>2. display healthy ways to communicate with family members.</li><li>3. identify verbal and non-verbal communication skills.</li></ol>	<ol style="list-style-type: none"><li>1. demonstrate respect and courtesy about similarities and differences in human health.</li><li>2. practice various ways to communicate with family members about different health situations.</li><li>3. demonstrate attentive listening skills and clear communication regarding health situations.</li></ol>

## SD HEALTH EDUCATION CONTENT STANDARDS K-2

### STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 2: Students will evaluate and select effective communication skills, which enhance personal health.**

### K-2 BENCHMARKS:

- a. identify healthy ways to express needs, wants, and feelings.
- b. recognize behaviors, which help or hinder effective communication.
- c. identify age-appropriate health-related vocabulary.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"><li>1. Explore positive ways to express needs, wants, and feelings.</li><li>2. explore ways to describe oneself, e.g., self-portrait/drawings, collage.</li><li>3. identify various health-related terms, e.g., germs, hygiene.</li></ol>	<ol style="list-style-type: none"><li>1. Show positive ways to express needs, wants, and feelings.</li><li>2. identify personal skills and talents.</li><li>3. identify selected terms used to accurately convey health information, e.g., immunization.</li></ol>	<ol style="list-style-type: none"><li>1. model positive ways to express needs, wants, and feelings with classmates.</li><li>2. describe how self-image can affect communication.</li><li>3. identify terms used to accurately convey health information, e.g., virus, and bacteria.</li></ol>

# **SD HEALTH EDUCATION CONTENT STANDARDS K-2**

## **STANDARD/GOAL FOUR:**

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 3: Students will analyze conflict and engage in healthy communication and resolution strategies.**

## **K-2 BENCHMARKS:**

- a. identify situations, which cause conflict.
- b. identify positive ways to solve conflicts.
- c. recognize and use refusal and cooperation skills.

## **Sample Grade Level Objectives/Activities:**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
1. define anger and how anger affects people. 2. explore and define cooperation. 3. identify ways to refuse harmful substances.	1. demonstrate ways of handling anger. 2. describe ways to be cooperative. 3. practice saying no to alcohol and tobacco products.	1. define conflict and cite examples of solving conflict. 2. demonstrate ways to be cooperative. 3. demonstrate ways to say 'no' to illegal and unsafe substances.

# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 1: Students will analyze community and environmental health issues based on valid and reliable information.**

### K-2 BENCHMARKS:

- a. identify characteristics of a healthy community.
- b. identify reliable sources of health information.
- c. recognize how medical advances help maintain wellness.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. explain how a student's health affects family.</li> <li>2. explore how to find community health related information.</li> <li>3. list medicines that keep us well.</li> </ol>	<ol style="list-style-type: none"> <li>1. explain how student health affects everyone at school.</li> <li>2. locate community related health information.</li> <li>3. explore ways medicine improves health, e.g., vitamins.</li> </ol>	<ol style="list-style-type: none"> <li>1. examine how personal practice affects the community, e.g., recycling, littering.</li> <li>2. locate information and express opinions about various community health issues.</li> <li>3. identify the ways medicine improves personal health, e.g., antibiotics.</li> </ol>



# SD HEALTH EDUCATION CONTENT STANDARDS

## K-2

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 2: Students will evaluate the impact of strategies used to address community and environmental health issues.**

### K-2 BENCHMARKS:

- a. identify ways to approach community health issues.
- b. recognize resources needed to implement health plans.
- c. recognize how community health plans/strategies affect all.

### Sample Grade Level Objectives/Activities:

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none"> <li>1. explore health problems in the classroom.</li> <li>2. list classroom health resources, e.g., first aid kit, school nurse, classmates.</li> <li>3. name classroom rules/strategies which promote health, e.g., fire and tornado drills.</li> </ol>	<ol style="list-style-type: none"> <li>1. explore environmental health issues, which affect the classroom, e.g., room temperature, dust, sharing food, etc.</li> <li>2. identify various health resources needed in communities, e.g., health care providers, clinics, ambulance.</li> <li>3. explore health strategies/rules that affect the school and family, e.g., immunization laws.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify a specific classroom health issue and explore solutions, e.g., sharing water bottles, trash.</li> <li>2. list examples of how people in the community work together to solve health problems.</li> <li>3. identify health strategies/rules that affect the community.</li> </ol>

## **SD HEALTH EDUCATION CONTENT STANDARDS K-2**

### **STANDARD/GOAL FIVE:**

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 3: Students will advocate and support practices, which promote a healthy community and environment.**

### **K-2 BENCHMARKS:**

- a. identify ways to support others in making healthy choices.
- b. identify ways to advocate health in families and schools.
- c. recognize all people need good health care.

### **Sample Grade Level Objectives/Activities:**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<ol style="list-style-type: none"><li>1. identify ways to help others to improve personal health.</li><li>2. identify positive health messages.</li><li>3. explain why children need good health care.</li></ol>	<ol style="list-style-type: none"><li>1. explore ways to work with others to make healthy decisions.</li><li>2. list popular health messages that advocate good health.</li><li>3. explain why families need good health care</li></ol>	<ol style="list-style-type: none"><li>1. explore ways to work as a team to make healthy choices, e.g., classroom goals, recycling projects, trash pickup.</li><li>2. create messages that promote good health.</li><li>3. explain ways health care is provided in the community, e.g., counselors, nurses, hospitals.</li></ol>

## **SD HEALTH EDUCATION STANDARDS**

### **Performance Criteria: Application of Knowledge**

#### **STANDARD ONE: Students will understand health promotion and disease prevention concepts and practices.**

##### **ADVANCED:**

- The student consistently identifies how his/her personal behavior affects the well-being of others and avoids those behaviors which are disrespectful or have a negative impact; s/he continuously reflects on and evaluates personal health practices and positively embraces or adapts to change to achieve an optimum level of wellness; the student willingly and consistently accepts responsibility for being a positive, contributing family member and role model.
- The student consistently exhibits a high degree of knowledge about the structure, function, and interdependence of the body's systems; s/he thoroughly describes the interrelationships among physical, mental, emotional, and social health and continually demonstrates a positive balance; the student clearly articulates the characteristics of a healthy body and constantly strives for personal wellness.
- The student regularly researches various health promotion and disease prevention issues and practices; s/he effectively analyzes medical research, governmental regulations, and public health policies to verify validity, reliability, and accuracy of information; the student consistently uses valid information to make positive, personal health decisions and engage in lifestyle practices which support disease prevention.

##### **PROFICIENT:**

- The student frequently identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful or have a negative impact; s/he usually reflects on personal health practices and positively adapts to change to achieve an acceptable level of wellness; the student usually accepts responsibility for being a contributing family member and role model.
- The student generally exhibits an adequate level of knowledge about the structure, function, and interdependence of the body's systems; s/he describes the fundamental interrelationship among physical, mental, emotional, and social health and generally demonstrates a positive balance; the student articulates the characteristics of a healthy body and usually strives for personal wellness.
- The student generally researches various health promotion and disease prevention models; s/he adequately analyzes medical research, governmental regulations, and public health policies to verify validity and accuracy of information; the student frequently uses valid information to make personal health decisions and engage in practices, which support disease prevention.

##### **BASIC:**

- The student occasionally identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful; s/he seldom reflects on personal health practices which affect wellness; the student inconsistently accepts responsibility for being a contributing family member.
- The student exhibits a limited degree of knowledge about the structure, function, and interdependence of the body's systems; s/he provides limited descriptions of the interrelationships among physical, mental, emotional, and social health; the student occasionally articulates some of the characteristics of a healthy body.
- The student occasionally researches health promotion and disease prevention models; s/he periodically reviews medical research, governmental regulations, and public health policies; the student sometimes uses valid information to make personal health decisions.

## **STANDARD TWO: Students will access and evaluate health information, products and services.**

### **ADVANCED:**

- The student extensively analyzes the influence of different cultural perspectives on personal health; s/he continuously researches the moral and ethical implications of health-related technological advances; the student independently recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student continuously identifies and evaluates health-related products, services, and information available locally, regionally, nationally, or globally; s/he accurately describes how/where to access health-related services, products, and information; the student consistently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively and responsibly analyzes personal health to determine if/when professional services are needed; s/he thoroughly evaluates and appropriately chooses the most effective options in health care treatment; the student clearly articulates a thorough rationale for completing chosen or prescribed treatments.

### **PROFICIENT:**

- The student routinely analyzes the influence of different cultural perspectives on personal health; s/he periodically researches the moral and ethical implications of health-related technological advances; the student generally recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student routinely identifies and evaluates health-related products, services, and information available locally, regionally, or nationally; s/he generally describes how/where to access health-related services, products, and information; the student frequently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively analyzes personal health to determine when professional services are needed; s/he frequently evaluates and appropriately chooses effective options in health care treatment; the student describes a general rationale for completing chosen or prescribed treatments.

### **BASIC:**

- The student occasionally considers the influence of cultural perspectives on personal health; s/he occasionally researches the implications of health-related technological advances; the student occasionally recognizes the influence of media regarding personal health issues.
- The student occasionally identifies health-related products, services, and information available locally and regionally; s/he usually identifies where to access health-related services, products, and information; the student occasionally uses selected criteria to evaluate the benefits of available resources.
- The student occasionally reviews personal health to determine when professional services are needed; s/he occasionally chooses effective options in health care treatment; the student provides a limited rationale for completing chosen or prescribed treatments.

### **STANDARD THREE: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.**

#### **ADVANCED:**

- The student consistently recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he effectively communicates that wellness is maintaining a balance of health components; the student accurately describes health-enhancing behaviors and makes decisions which promote wellness and decrease health risks.
- The student consistently and thoroughly researches programs which promote lifelong wellness; s/he objectively compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student consistently selects and adjusts strategies to achieve and maintain life-long health.
- The student clearly articulates how personal decisions affect present and future health and wellness; s/he consistently accepts responsibility for personal health; the student consistently exemplifies positive health behaviors and advocates healthy lifestyle choices.

#### **PROFICIENT:**

- The student generally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he routinely communicates that wellness is maintaining a balance of health components; the student clearly describes health-enhancing behaviors and makes decisions which decrease health risks.
- The student routinely researches programs which promote lifelong wellness; s/he usually compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student usually selects and adjusts strategies to achieve and maintain life-long health.
- The student generally describes how personal decisions affect present and future health and wellness; s/he frequently accepts responsibility for personal health; the student routinely exemplifies positive health behaviors and advocates healthy lifestyle choices.

#### **BASIC:**

- The student occasionally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he occasionally communicates that wellness is maintaining a balance of health components; the student identifies some health-enhancing behaviors which decrease health risks.
- The student occasionally researches programs which promote lifelong wellness; s/he compares some health-enhancing strategies to determine those which provide personal benefit; the student identifies and uses some strategies to achieve and maintain life-long health.
- The student occasionally describes how personal decisions affect present and future health and wellness; s/he accepts some responsibility for personal health; the student occasionally models positive health behaviors.

## **STANDARD FOUR: Students will use interpersonal communication skills to enhance personal health.**

### **ADVANCED:**

- The student clearly articulates the importance of effective communication in interpersonal relationships; s/he consistently models appropriate communication techniques when interacting with peers, family, and others; the student routinely assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student consistently analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he consistently demonstrates effective techniques to express needs, wants, and feelings; s/he consistently uses appropriate vocabulary/terminology when discussing health issues.
- The student routinely analyzes the positive and negative aspects of conflict; s/he systematically examines conflict situations and determines effective communication strategies; the student insightfully selects and consistently uses appropriate refusal, negotiation, and collaboration skills.

### **PROFICIENT:**

- The student generally explains the importance of effective communication in interpersonal relationships; s/he usually models appropriate communication techniques when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student generally analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he usually demonstrates effective techniques to express needs, wants, and feelings; s/he routinely uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally analyzes the positive and negative aspects of conflict; s/he frequently examines conflict situations and determines effective communication strategies; the student carefully selects and periodically uses appropriate refusal, negotiation, and collaboration skills.

### **BASIC:**

- The student occasionally describes the importance of effective communication in interpersonal relationships; s/he sometimes models appropriate communication when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication.
- The student occasionally describes mental, emotional, and social bridges/barriers to effective, positive communication; s/he occasionally demonstrates effective techniques to express needs, wants, and feelings; s/he sometimes uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally recognizes the positive and negative aspects of conflict; s/he usually identifies conflict situations and sometimes determines effective communication strategies; the student sometimes uses appropriate refusal, negotiation, and collaboration skills.

**STANDARD FIVE: Students will contribute to the health of their families, peers, schools, communities and the environment.**

**ADVANCED:**

- The student consistently and independently recognizes multiple health issues, which affect the community and environment; the student routinely reviews medical and health-related breakthroughs; s/he effectively analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student continually evaluates global strategies which effectively address community and environmental health issues; s/he effectively collaborates with others to analyze ways to expand or modify various strategies which address community and environmental health issues; the student consistently and objectively analyzes the impact various strategies may have on future populations and environments.
- The student consistently and independently donates time, energy, and resources to improve the health of the community and environment; s/he consistently evaluates health advocacy strategies which impact families, communities, and the environment; the student effectively uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

**PROFICIENT:**

- The student generally recognizes various health issues, which affect the community and environment; the student usually reviews medical and health-related breakthroughs; s/he generally analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student generally evaluates global strategies, which address community and environmental health issues; s/he usually collaborates with others to analyze ways to modify strategies, which address community and environmental health issues; the student usually analyzes the impact various strategies may have on future populations and environments.
- The student routinely donates time, energy, and resources to improve the health of the community and environment; s/he usually evaluates health advocacy strategies which impact families, communities, and the environment; the student frequently uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

**BASIC:**

- The student sometimes recognizes selected health issues, which affect the community and environment; the student occasionally reviews medical and health-related breakthroughs; s/he sometimes uses valid and reliable data to determine the cause/effect and significance of pertinent health issues.
- The student occasionally describes strategies, which address community and environmental health issues; s/he sometimes collaborates with others to identify or modify strategies, which address community and environmental health issues; the student occasionally recognizes the impact various strategies may have on future populations and environments.
- The student occasionally donates time and energy to improve the health of the community and environment; s/he sometimes analyzes health advocacy strategies which impact communities and the environment; the student occasionally uses cooperation skills to work with others to support healthy communities and environments.

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 1: Students will evaluate how personal behavior can impact the health of self, peers, and family.**

### 3-5 BENCHMARKS:

- a. explore and problem solve ways to properly express feelings.
- b. understand the importance and effect of good personal hygiene.
- c. determine how appropriate and inappropriate health practices affect self and family.

**Sample Grade Level Instructional Objectives/Activities:** (These statements are provided only as SAMPLES. There is one, (sometimes two) sample statement per benchmark. In the development of a comprehensive local curriculum, districts must articulate a variety of statements which support the benchmarks at each grade level.)

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. summarize reasons why it's important to identify and properly express feelings, e.g., problem solving, role play.</li> <li>2. Describe different feelings and the various ways they can be expressed.</li> <li>3. model positive hygienic habits, e.g., dental care, blowing nose, hand washing.</li> <li>4. describe healthy and unhealthy practices affecting self and family, e.g. protective gear, emergency phone numbers.</li> </ol>	<ol style="list-style-type: none"> <li>1. describe how to identify their own feelings and the feelings of others.</li> <li>2. understand that feelings change and can be expressed in ways that help or harm people.</li> <li>3. model positive hygienic habits, e.g., combing hair, lice control.</li> <li>4. describe healthy and unhealthy practices affecting self and family, e.g. seat belts, eating breakfast.</li> </ol>	<ol style="list-style-type: none"> <li>1. demonstrate responsible behavior when dealing with own feelings and the feelings of others.</li> <li>2. understand that feelings change and can be expressed in ways that help or harm others.</li> <li>3. model positive hygienic habits, e.g. bathing habits, deodorant use, clean clothes.</li> <li>4. analyze and model healthy practices affecting self and family, e.g., inline skating.</li> </ol>



# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 2: Students will evaluate the impact of mental, emotional, social and physical health on various interrelated body systems.**

### 3-5 BENCHMARKS:

- a. describe the basic structure and functions of the human body systems
- b. describe how social, emotional, and physical health are interrelated
- c. describe ways to avoid or reduce common childhood health problems.

### Sample Grade Level Instructional Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. identify and discuss body systems, e.g., muscular and skeletal systems.</li> <li>2. explain physical, social, and emotional health and how it affects well being, e.g., how worry/fear affects physical well being.</li> <li>3. list specific practices that prevent and control the spread of communicable diseases.</li> <li>4. examine safety and health regulations that affect self and family.</li> <li>5. establish personal goals that enhance physical, social, and emotional health</li> </ol>	<ol style="list-style-type: none"> <li>1. identify and discuss body systems, e.g., digestive system.</li> <li>2. describe positive and negative characteristics of social, emotional, and physical health.</li> <li>3. list specific practices and behaviors that prevent and control the spread of communicable diseases.</li> <li>4. practice safety procedures and health regulations that affect self, family, and community.</li> <li>5. analyze how physical, social, and emotional health are interrelated.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify and discuss body systems, e.g., respiratory system.</li> <li>2. discuss the relationship between social, emotional, and physical health.</li> <li>3. list specific practices and behaviors that prevent and control the spread of communicable diseases.</li> <li>4. develop a plan that addresses health risks and safety procedures.</li> <li>5. create a plan for self which integrates physical, social, and emotional growth strategies</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 3: Students will analyze how medical research, government regulations, and public health policies influence health promotion and disease prevention.**

### 3-5 BENCHMARKS:

- a. examine ways medical research has improved the prevention and control of health problems.
- b. compare health care requirements and policies which affect safety and well being.
- c. describe health practices related to the prevention of disease.

### Sample Grade Level Instructional Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. locate and define resources from home, school, and community that provide valid health information and services, e.g., social services, hospitals.</li> <li>2. explain specific practices that prevent and control the spread of communicable diseases, e.g., avoiding contact with infectious agents: pink eye, skin rashes.</li> <li>3. examine safety and health regulations that affect self and family.</li> </ol>	<ol style="list-style-type: none"> <li>1. demonstrate the ability to utilize resources from home, school, and the community that provide valid health information and services.</li> <li>2. describe specific practices and behaviors that prevent and control the spread of communicable diseases, e.g., not sharing comb, brushes, headgear to prevent head lice.</li> <li>3. practice safety procedures and health regulations that affect self, family, and community.</li> </ol>	<ol style="list-style-type: none"> <li>1. explain when to ask for assistance when making health related decisions and utilizing health services.</li> <li>2. describe specific practices and behaviors that prevent and control the spread of communicable diseases, e.g., not sharing water bottles.</li> <li>3. develop a plan that addresses health risks and safety procedures.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.**

### 3-5 BENCHMARKS:

- a. explore how culture influences personal health behaviors.
- b. examine the media's impact on personal health decisions and practices.
- c. describe ways technology influences personal health decisions and practices.

### Sample Grade Level Instructional Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. identify various cultural practices that influence a healthy lifestyle, e.g., diet.</li> <li>2. recognize that the media can influence the selection of health products.</li> <li>3. explore how technological resources provide health-related information.</li> </ol>	<ol style="list-style-type: none"> <li>1. explore cultural practices that influence a healthy lifestyle, e.g., rest patterns.</li> <li>2. examine how the media can influence the selection of health products and services.</li> <li>3. explore how to use technological resources for health-related information.</li> </ol>	<ol style="list-style-type: none"> <li>1. investigate cultural practices that influence a healthy lifestyle, e.g., physical activity.</li> <li>2. explain how media influences the selection of health information, products, and services.</li> <li>3. explore ways to use technological resources from home, school, and community.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health services, products, and information.**

### 3-5 BENCHMARKS:

- a. describe the role and organization of various community, state, and regional health agencies/services.
- b. compare the benefits of various types of health resources.
- c. determine how to choose and access health products and services at the local and state levels.

### Sample Grade Level Instructional Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. identify different health organizations within the community.</li> <li>2. identify local resources available to meet specific community health needs.</li> <li>3. explain how local health agencies protect and promote the well being and safety of community members.</li> <li>4. explore how different health organizations resolve various health issues/ situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. list services various community health specialists provide.</li> <li>2. explore local resources available to meet specific community health needs.</li> <li>3. examine the position local and state organizations take on various health issues.</li> <li>4. examine how different local and state health organizations resolve various health issues/ situations.</li> </ol>	<ol style="list-style-type: none"> <li>1. list health organization activities which are carried out at the state and local levels.</li> <li>2. determine the medical services available from clinics, hospitals, laboratories, and in private offices.</li> <li>3. identify how a community can support and meet needs of different age groups.</li> <li>4. determine how to locate/access health specialists and products from various sources.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.**

### 3-5 BENCHMARKS:

- a. describe situations when professional services are needed for personal health.
- b. explore ways to contact or obtain health services.
- c. explain the importance of following prescribed/recommended treatment.

### Sample Grade Level Instructional Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. describe ways to determine when professional health services are required for self</li> <li>2. realize the importance of being able to describe personal health needs.</li> <li>3. describe the differences between over-the-counter and prescribed medication.</li> </ol>	<ol style="list-style-type: none"> <li>1. identify health problems which require professional and/or special attention, e.g., diabetes.</li> <li>2. investigate personal health needs and determine ways to promote wellness.</li> <li>3. describe the dangers in taking another person's medications, e.g., inhalers.</li> </ol>	<ol style="list-style-type: none"> <li>1. describe health problems which require professional evaluation and attention.</li> <li>2. work cooperatively to educate family members and peers about health issues.</li> <li>3. investigate the dangers in taking another person's medications, e.g., antibiotics, exchanging glasses.</li> </ol>

## SD HEALTH EDUCATION CONTENT STANDARDS 3-5

### **STANDARD/GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 1: Students will evaluate health-enhancing behaviors which promote wellness.**

### **3-5 BENCHMARKS:**

- a. describe examples of risky and harmful behavior.
- b. describe how social pressure can influence risk taking behaviors.
- c. describe practices which promote life-long health and well being.

### **Sample Grade Level Objectives/Activities:**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<ol style="list-style-type: none"><li>1. explain reasons for medicine and chemical substance use or abuse.</li><li>2. examine the positive or negative influence of friends.</li><li>3. identify common problems which may interfere with health and well being.</li></ol>	<ol style="list-style-type: none"><li>1. explain reasons why people do or do not abuse specific drugs.</li><li>2. describe how friends can positively or negatively influence one's behavior.</li><li>3. list appropriate methods to deal with everyday problems, e.g., talk to a teacher/adult.</li></ol>	<ol style="list-style-type: none"><li>1. explain the effects of alcohol, tobacco and other drugs on the body.</li><li>2. identify factors that cause people to use or misuse drugs.</li><li>3. determine how peers can influence individual and/or group behavior.</li><li>4. select and use appropriate strategies to deal with everyday problems, e.g., coping skills.</li></ol>

## SD HEALTH EDUCATION CONTENT STANDARDS

### 3-5

#### STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 2: Students will evaluate strategies for achieving and maintaining personal health goals.**

#### 3-5 BENCHMARKS:

- a. describe the characteristics of good personal health.
- b. explain ways to achieve and maintain good health.
- c. determine personal health progress and make adjustments for improvement.

#### Sample Grade Level Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"><li>1. list characteristics of a healthy person.</li><li>2. recognize that health is an ongoing process.</li><li>3. recognize the need for good personal health.</li><li>4. explore how others achieve personal health.</li></ol>	<ol style="list-style-type: none"><li>1. define the meaning of personal health, e.g., mental, emotional, social, physical.</li><li>2. recognize that health is both a condition and a process.</li><li>3. recognize the need to set priorities for personal health.</li><li>4. investigate how others maintain personal health.</li></ol>	<ol style="list-style-type: none"><li>1. determine ways to measure the level of personal health.</li><li>2. examine reasons for developing and maintaining personal health.</li><li>3. describe ways to improve one's health.</li><li>4. recognize how good personal health is beneficial for normal growth.</li><li>5. set a personal health goal and track progress.</li></ol>

## SD HEALTH EDUCATION CONTENT STANDARDS

### 3-5

**STANDARD/GOAL THREE:** Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 3:** Students will evaluate the role of personal responsibility in health-related decisions.

#### **3-5 BENCHMARKS:**

- a. explore how personal choices can affect one's health.
- b. determine the role of personal responsibility in health-related decision-making.
- c. demonstrate age-appropriate behaviors reflective of a healthy lifestyle.

#### **Sample Grade Level Instructional Objectives/Activities:**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<ol style="list-style-type: none"> <li>1. explore the depth of personal health responsibility.</li> <li>2. predict outcomes of health decisions.</li> <li>3. explore how current health decisions affect one's future.</li> <li>4. describe behaviors which help prevent health problems, e.g., brushing teeth, washing hands.</li> </ol>	<ol style="list-style-type: none"> <li>5. research how others demonstrate personal health responsibility.</li> <li>6. investigate consequences of health actions/decisions.</li> <li>7. understand that health decisions can be proactive or reactive.</li> <li>8. maintain a record of personal hygiene, e.g., a star chart for brushing teeth.</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze how others practice personal health responsibility.</li> <li>2. investigate how current decisions can impact one's future health.</li> <li>3. compare proactive and reactive health decisions, e.g., prevention vs. cure.</li> <li>4. maintain a record of personal health behaviors, e.g., physical activity, nutrition.</li> </ol>



# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 1: Students will evaluate how communication affects relationships with family, peers, and community.**

### 3-5 BENCHMARKS:

- a. describe ways to communicate care, consideration, and respect for self and others.
- b. explain various communication techniques used when interacting with family, peers, and community.
- c. develop effective interpersonal communication skills.

### Sample Grade Level Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. identify the characteristics of a responsible friend or family member.</li> <li>2. identify meaningful interpersonal relationships.</li> <li>3. recognize appropriate verbal and nonverbal communication, e.g., facial expressions, gestures.</li> <li>4. explore ways to communicate with peers.</li> </ol>	<ol style="list-style-type: none"> <li>1. recognize differences in how family and friends communicate.</li> <li>2. examine characteristics of meaningful interpersonal relationships.</li> <li>3. explore the use of appropriate verbal and nonverbal communication.</li> <li>4. describe ways to establish and maintain open lines of communication, e.g., being honest and trustworthy.</li> </ol>	<ol style="list-style-type: none"> <li>1. describe how communication varies with family, friends, and others, e.g., salespersons, and health providers.</li> <li>2. describe the correlation between meaningful interpersonal relationships and communication.</li> <li>3. model effective verbal and nonverbal communication.</li> <li>4. model open communication with others, e.g., distinguishes between secrets that are okay to keep and those that should be told to a trusted adult.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 2: Students will evaluate and select effective communication skills which enhance personal health.**

### 3-5 BENCHMARKS:

- a. describe healthy ways to express needs, wants, and feelings.
- b. describe behaviors which create bridges and barriers to effective communication.
- c. define age-appropriate health-related vocabulary.

### Sample Grade Level Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. examine appropriate ways to express feelings, wants, and needs, e.g., anger, sadness, excitement.</li> <li>2. list qualities of someone displaying a positive self-image that promotes effective communication.</li> <li>3. identify various terms used to accurately convey health information, e.g., immunization.</li> </ol>	<ol style="list-style-type: none"> <li>1. express emotions comfortably and appropriately.</li> <li>2. identify ways a positive self-image affects communication.</li> <li>3. describe a variety of terms used to communicate accurate health information, e.g., bacteria, virus, communicable.</li> </ol>	<ol style="list-style-type: none"> <li>1. describe why one must convey personal concerns and needs to others.</li> <li>2. describe self-image/self confidence factors that strengthen or weaken communication.</li> <li>3. explain a variety of terms used to accurately communicate health information, e.g., toxic, benign.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 3: Students will analyze conflict and engage in healthy communication and resolution strategies.**

### 3-5 BENCHMARKS:

- a. differentiate between negative and positive behaviors in conflict situations.
- b. describe appropriate conflict resolution strategies.
- c. apply refusal and negotiation skills to avoid potentially harmful situations.

### Sample Grade Level Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. understand that conflict is part of many human interactions.</li> <li>2. explain the connection between conflict and resolution.</li> <li>3. explore strategies for resolving interpersonal conflict, e.g., sibling rivalry.</li> <li>4. define cooperation and compromise.</li> <li>5. demonstrate saying “no” in an assertive manner.</li> </ol>	<ol style="list-style-type: none"> <li>1. recognize the nature of conflict with peers.</li> <li>2. explain alternative resolution techniques for various conflict situations.</li> <li>3. identify strategies for solving interpersonal conflict.</li> <li>4. define collaboration, negotiation, and refusal skills.</li> <li>5. compare assertive and aggressive behaviors.</li> </ol>	<ol style="list-style-type: none"> <li>1. explain ways that peer conflict can be positive.</li> <li>2. investigate conflict situations and model appropriate resolution techniques.</li> <li>3. practice strategies for solving interpersonal conflict.</li> <li>4. explain collaboration, negotiation, and/or refusal skills.</li> <li>5. apply refusal/negotiation skills in various situations, e.g., direct no, being a broken record, explaining why not.</li> </ol>

# **SD HEALTH EDUCATION CONTENT STANDARDS**

## **3-5**

### **STANDARD/GOAL FIVE:**

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 1: Students will analyze community and environmental health issues based on valid and reliable information.**

### **3-5 BENCHMARKS:**

- a. identify significant community health issues.
- b. examine information to determine causes of major health issues.
- c. explore how medical advances affect personal and family health.

### **Sample Grade Level Objectives/Activities:**

<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<ol style="list-style-type: none"><li>1. identify health issues in the community, e.g., drinking water, litter.</li><li>2. explore health-related information to identify important facts, e.g., bring in water plant manager.</li><li>3. identify various medical advances, e.g., penicillin, heart surgery.</li></ol>	<ol style="list-style-type: none"><li>1. investigate various community and environmental health issues, e.g., UV lights, asbestos, lead.</li><li>2. gather health-related information which addresses important issues.</li><li>3. describe ways scientific and medical advances have improved family and personal health, e.g., braces, contact lenses.</li></ol>	<ol style="list-style-type: none"><li>1. debate the significance of a variety of community health and environmental issues.</li><li>2. analyze health-related data to determine major issues and concerns.</li><li>3. describe ways technological, scientific, and medical advances have improved family and personal health, e.g., pacemakers, laser surgery.</li></ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 2: Students will evaluate the impact of strategies used to address community and environmental health issues.**

### 3-5 BENCHMARKS:

- a. recognize how different plans address various community health issues.
- b. identify resources needed to implement community health plans.
- c. predict the possible impact of various health plans/strategies on family and community.

### Sample Grade Level Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. identify a specific school environmental health issue and explore options to address the issue.</li> <li>2. identify the benefits of working together to share resources and solve health problems.</li> <li>3. investigate various health and environmental rules, e.g., immunization, littering.</li> </ol>	<ol style="list-style-type: none"> <li>1. develop a plan focusing on a specific school health problem.</li> <li>2. explain how communities must work together to share resources and address health issues.</li> <li>3. describe community health and environmental protection recommendations, e.g., radon detector kits, ear protection, carbon monoxide alarms.</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze ways to adopt or implement a program focusing on a specific health issue within the school setting.</li> <li>2. describe the benefits that accrue when people work together and share resources to promote health.</li> <li>3. describe how environmental policies contribute to solving community health issues, e.g., pesticides, herbicides.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 3-5

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 3: Students will advocate and support practices which promote a healthy community and environment.**

### 3-5 BENCHMARKS:

- a. describe behaviors which support others in making healthy choices.
- b. explore ways to advocate good health in families, schools, and communities.
- c. explore the ways to help others obtain good health care.

### Sample Grade Level Objectives/Activities:

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none"> <li>1. identify characteristics of a positive role model.</li> <li>2. list ways to communicate health issues between home and school, e.g., notes about measles, head lice, hand washing.</li> <li>3. share health messages with family and others, e.g., '5 a Day'.</li> </ol>	<ol style="list-style-type: none"> <li>1. explain how being a positive role model helps others make healthy choices.</li> <li>2. describe why communication is necessary between home and school, e.g., facts about nutrition, rest, and school performance.</li> <li>3. participate in school/ community activities which promote individual and family health, e.g., 'Color Me Healthy' coloring event, poster contests.</li> </ol>	<ol style="list-style-type: none"> <li>1. model health practices which have positive effects on others, e.g., wearing protective gear.</li> <li>2. design a network to communicate ideas about health between school and families, e.g., parent-teacher-student organizations.</li> <li>3. work cooperatively with others to promote healthy families, e.g., school health fair.</li> </ol>

## **SD HEALTH EDUCATION STANDARDS**

### **Performance Criteria: Application of Knowledge**

#### **STANDARD ONE: Students will understand health promotion and disease prevention concepts and practices.**

##### **ADVANCED:**

- The student consistently identifies how his/her personal behavior affects the well-being of others and avoids those behaviors which are disrespectful or have a negative impact; s/he continuously reflects on and evaluates personal health practices and positively embraces or adapts to change to achieve an optimum level of wellness; the student willingly and consistently accepts responsibility for being a positive, contributing family member and role model.
- The student consistently exhibits a high degree of knowledge about the structure, function, and interdependence of the body's systems; s/he thoroughly describes the interrelationships among physical, mental, emotional, and social health and continually demonstrates a positive balance; the student clearly articulates the characteristics of a healthy body and constantly strives for personal wellness.
- The student regularly researches various health promotion and disease prevention issues and practices; s/he effectively analyzes medical research, governmental regulations, and public health policies to verify validity, reliability, and accuracy of information; the student consistently uses valid information to make positive, personal health decisions and engage in lifestyle practices which support disease prevention.

##### **PROFICIENT:**

- The student frequently identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful or have a negative impact; s/he usually reflects on personal health practices and positively adapts to change to achieve an acceptable level of wellness; the student usually accepts responsibility for being a contributing family member and role model.
- The student generally exhibits an adequate level of knowledge about the structure, function, and interdependence of the body's systems; s/he describes the fundamental interrelationship among physical, mental, emotional, and social health and generally demonstrates a positive balance; the student articulates the characteristics of a healthy body and usually strives for personal wellness.
- The student generally researches various health promotion and disease prevention models; s/he adequately analyzes medical research, governmental regulations, and public health policies to verify validity and accuracy of information; the student frequently uses valid information to make personal health decisions and engage in practices, which support disease prevention.

##### **BASIC:**

- The student occasionally identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful; s/he seldom reflects on personal health practices which affect wellness; the student inconsistently accepts responsibility for being a contributing family member.
- The student exhibits a limited degree of knowledge about the structure, function, and interdependence of the body's systems; s/he provides limited descriptions of the interrelationships among physical, mental, emotional, and social health; the student occasionally articulates some of the characteristics of a healthy body.
- The student occasionally researches health promotion and disease prevention models; s/he periodically reviews medical research, governmental regulations, and public health policies; the student sometimes uses valid information to make personal health decisions.

## **STANDARD TWO: Students will access and evaluate health information, products and services.**

### **ADVANCED:**

- The student extensively analyzes the influence of different cultural perspectives on personal health; s/he continuously researches the moral and ethical implications of health-related technological advances; the student independently recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student continuously identifies and evaluates health-related products, services, and information available locally, regionally, nationally, or globally; s/he accurately describes how/where to access health-related services, products, and information; the student consistently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively and responsibly analyzes personal health to determine if/when professional services are needed; s/he thoroughly evaluates and appropriately chooses the most effective options in health care treatment; the student clearly articulates a thorough rationale for completing chosen or prescribed treatments.

### **PROFICIENT:**

- The student routinely analyzes the influence of different cultural perspectives on personal health; s/he periodically researches the moral and ethical implications of health-related technological advances; the student generally recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student routinely identifies and evaluates health-related products, services, and information available locally, regionally, or nationally; s/he generally describes how/where to access health-related services, products, and information; the student frequently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively analyzes personal health to determine when professional services are needed; s/he frequently evaluates and appropriately chooses effective options in health care treatment; the student describes a general rationale for completing chosen or prescribed treatments.

### **BASIC:**

- The student occasionally considers the influence of cultural perspectives on personal health; s/he occasionally researches the implications of health-related technological advances; the student occasionally recognizes the influence of media regarding personal health issues.
- The student occasionally identifies health-related products, services, and information available locally and regionally; s/he usually identifies where to access health-related services, products, and information; the student occasionally uses selected criteria to evaluate the benefits of available resources.
- The student occasionally reviews personal health to determine when professional services are needed; s/he occasionally chooses effective options in health care treatment; the student provides a limited rationale for completing chosen or prescribed treatments.



### **STANDARD THREE: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.**

#### **ADVANCED:**

- The student consistently recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he effectively communicates that wellness is maintaining a balance of health components; the student accurately describes health-enhancing behaviors and makes decisions which promote wellness and decrease health risks.
- The student consistently and thoroughly researches programs which promote lifelong wellness; s/he objectively compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student consistently selects and adjusts strategies to achieve and maintain life-long health.
- The student clearly articulates how personal decisions affect present and future health and wellness; s/he consistently accepts responsibility for personal health; the student consistently exemplifies positive health behaviors and advocates healthy lifestyle choices.

#### **PROFICIENT:**

- The student generally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he routinely communicates that wellness is maintaining a balance of health components; the student clearly describes health-enhancing behaviors and makes decisions which decrease health risks.
- The student routinely researches programs which promote lifelong wellness; s/he usually compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student usually selects and adjusts strategies to achieve and maintain life-long health.
- The student generally describes how personal decisions affect present and future health and wellness; s/he frequently accepts responsibility for personal health; the student routinely exemplifies positive health behaviors and advocates healthy lifestyle choices.

#### **BASIC:**

- The student occasionally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he occasionally communicates that wellness is maintaining a balance of health components; the student identifies some health-enhancing behaviors which decrease health risks.
- The student occasionally researches programs which promote lifelong wellness; s/he compares some health-enhancing strategies to determine those which provide personal benefit; the student identifies and uses some strategies to achieve and maintain life-long health.
- The student occasionally describes how personal decisions affect present and future health and wellness; s/he accepts some responsibility for personal health; the student occasionally models positive health behaviors.

## **STANDARD FOUR: Students will use interpersonal communication skills to enhance personal health.**

### **ADVANCED:**

- The student clearly articulates the importance of effective communication in interpersonal relationships; s/he consistently models appropriate communication techniques when interacting with peers, family, and others; the student routinely assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student consistently analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he consistently demonstrates effective techniques to express needs, wants, and feelings; s/he consistently uses appropriate vocabulary/terminology when discussing health issues.
- The student routinely analyzes the positive and negative aspects of conflict; s/he systematically examines conflict situations and determines effective communication strategies; the student insightfully selects and consistently uses appropriate refusal, negotiation, and collaboration skills.

### **PROFICIENT:**

- The student generally explains the importance of effective communication in interpersonal relationships; s/he usually models appropriate communication techniques when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student generally analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he usually demonstrates effective techniques to express needs, wants, and feelings; s/he routinely uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally analyzes the positive and negative aspects of conflict; s/he frequently examines conflict situations and determines effective communication strategies; the student carefully selects and periodically uses appropriate refusal, negotiation, and collaboration skills.

### **BASIC:**

- The student occasionally describes the importance of effective communication in interpersonal relationships; s/he sometimes models appropriate communication when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication.
- The student occasionally describes mental, emotional, and social bridges/barriers to effective, positive communication; s/he occasionally demonstrates effective techniques to express needs, wants, and feelings; s/he sometimes uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally recognizes the positive and negative aspects of conflict; s/he usually identifies conflict situations and sometimes determines effective communication strategies; the student sometimes uses appropriate refusal, negotiation, and collaboration skills.

## **STANDARD FIVE: Students will contribute to the health of their families, peers, schools, communities and the environment.**

### **ADVANCED:**

- The student consistently and independently recognizes multiple health issues, which affect the community and environment; the student routinely reviews medical and health-related breakthroughs; s/he effectively analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student continually evaluates global strategies which effectively address community and environmental health issues; s/he effectively collaborates with others to analyze ways to expand or modify various strategies which address community and environmental health issues; the student consistently and objectively analyzes the impact various strategies may have on future populations and environments.
- The student consistently and independently donates time, energy, and resources to improve the health of the community and environment; s/he consistently evaluates health advocacy strategies which impact families, communities, and the environment; the student effectively uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

### **PROFICIENT:**

- The student generally recognizes various health issues, which affect the community and environment; the student usually reviews medical and health-related breakthroughs; s/he generally analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student generally evaluates global strategies, which address community and environmental health issues; s/he usually collaborates with others to analyze ways to modify strategies, which address community and environmental health issues; the student usually analyzes the impact various strategies may have on future populations and environments.
- The student routinely donates time, energy, and resources to improve the health of the community and environment; s/he usually evaluates health advocacy strategies which impact families, communities, and the environment; the student frequently uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

### **BASIC:**

- The student sometimes recognizes selected health issues, which affect the community and environment; the student occasionally reviews medical and health-related breakthroughs; s/he sometimes uses valid and reliable data to determine the cause/effect and significance of pertinent health issues.
- The student occasionally describes strategies, which address community and environmental health issues; s/he sometimes collaborates with others to identify or modify strategies, which address community and environmental health issues; the student occasionally recognizes the impact various strategies may have on future populations and environments.
- The student occasionally donates time and energy to improve the health of the community and environment; s/he sometimes analyzes health advocacy strategies which impact communities and the environment; the student occasionally uses cooperation skills to work with others to support healthy communities and environments.

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 1: Students will evaluate how personal behavior can impact the health of self, peers, and family.**

### 6-8 BENCHMARKS:

- a. model appropriate ways to express feelings in a variety of age-appropriate situations.
- b. engage in a variety of positive, personal hygienic behaviors.
- c. analyze how appropriate and inappropriate health practices affect self and family.

**Sample Grade Level Objectives/Activities:** (These statements are provided only as SAMPLES. There is one, (sometime two) sample statement per benchmark. In the development of a comprehensive local curriculum, districts must articulate a variety of statements which support the benchmarks at each grade level.)

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. use appropriate communication skills when expressing needs, wants, and feelings to others.</li> <li>2. describe the necessity of modifying grooming and hygiene practices as the body changes.</li> <li>3. identify practices that improve levels of health for self and family, e.g., eating a balance, nutritious diet.</li> </ol>	<ol style="list-style-type: none"> <li>1. use appropriate and healthy communication strategies when expressing needs, wants, and feeling to others.</li> <li>2. explore positive ways to express/handle emotions, e.g., mood swings, hurt feelings, loneliness.</li> <li>3. determine how personal hygiene and grooming affect personal health, e.g., regular dental care, bathing.</li> <li>4. investigate practices that improve levels of health for self and family, e.g., regular physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. express needs, wants, and feelings to others in a considerate and respectful manner.</li> <li>2. evaluate the effect of hygiene and grooming on personal health, e.g., care of teeth with braces, appropriate skin care.</li> <li>3. analyze health practices which demonstrate an improved level of health for self and family, e.g., determining the effect of good sleep habits.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS 6-8

## STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 2: Students will analyze the impact of emotional, social, and physical health on various interrelated body parts.**

## 6-8 BENCHMARKS:

- a. explain how health is influenced by the interaction of body systems.
- b. examine practices which enhance personal emotional, social, and physical well being.
- c. examine ways to avoid, minimize, or cope with adolescent health problems.

## Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. explain how body systems work together and can be affected by outside forces.</li> <li>2. describe the interrelationship of mental, emotional, social, and physical health during adolescence.</li> <li>3. describe the impact health habits have on personal well being, e.g., stress management, nutrition, physical fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. determine how functions of the body systems can be altered by external forces, e.g., disease, risky behavior, and nutrition.</li> <li>2. describe how personal behavior and responsibility impact an individual's health and well being.</li> <li>3. analyze the interrelationship of mental, emotional, social, and physical health during adolescence.</li> <li>4. describe healthy lifestyle practices which are influenced by norms and social forces, e.g., diet, sexual activity, physical fitness.</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze how normal functioning of the body systems can be altered or interrupted, e.g., disease, injury, and improper nutrition.</li> <li>2. analyze how behavior can impact health maintenance and disease prevention throughout life.</li> <li>3. evaluate the interrelationship of mental, emotional, social, and physical health during adolescence, e.g., stress management.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

6-8

## STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 3: Students will analyze how medical research, government regulations, and public health policies influence health promotion and disease prevention.**

## 6-8 BENCHMARKS:

- a. determine how medical research influences health care and disease prevention.
- b. analyze health care requirements and policies which affect safety and well being.
- c. examine health practices which may cause and/or spread/prevent diseases.

## Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"><li>1. explore how research and medical advances have helped control and prevent disease, e.g., heart disease, and cancer.</li><li>2. explain how various policies and regulations can promote personal health and well being.</li><li>3. examine how personal decisions can affect the control or spread of communicable diseases, e.g. head lice.</li></ol>	<ol style="list-style-type: none"><li>1. investigate how research and medical advances help control and prevent health problems, e.g., asthma, and allergies.</li><li>2. describe the influence of governmental policies and regulations on the promotion of health and disease prevention.</li><li>3. investigate the effect of specific practices and behaviors on the control or spread of communicable diseases, e.g., hepatitis, HIV.</li></ol>	<ol style="list-style-type: none"><li>1. analyze how the prevention and control of health problems are influenced by research and medical advances, e.g., diabetes and diet, cancer and sunscreen.</li><li>2. analyze how public health policies and government regulations influence health promotion and disease prevention, e.g. immunization policies, health certification.</li><li>3. evaluate the effect of specific practices that prevent and control the spread of communicable diseases.</li></ol>

## SD HEALTH EDUCATION CONTENT STANDARDS 6-8

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.**

### 6-8 BENCHMARKS:

- a. describe the influence of cultural beliefs on health behaviors and practices.
- b. analyze the media impact on personal and family health decisions and practices.
- c. analyze the impact of technology on personal and family health decisions and practices.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. explore connections between cultural philosophy and health, e.g., old family remedies.</li> <li>2. examine why people often select health products on the basis of family habits and advertising claims.</li> <li>3. explore the impact of technological advances on medicine, e.g., space research, artificial joints.</li> </ol>	<ol style="list-style-type: none"> <li>1. analyze connections between cultural philosophies and health practices, e.g., herbal medicine, acupuncture.</li> <li>2. determine why people often select health products on the basis of family habits, impulse, and advertising claims.</li> <li>3. investigate technological advances and the impact on medical practices and procedures, e.g., pace maker, robotic arms.</li> </ol>	<ol style="list-style-type: none"> <li>1. evaluate parallels between cultural philosophies and health practices.</li> <li>2. evaluate reasons why people often select health products on the basis of personal preferences, family habits, impulse, and advertising claims.</li> <li>3. analyze ways technological advancements have influenced medical practices and procedures, e.g., laser surgery.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health services, products, and information.**

### 6-8 BENCHMARKS:

- a. investigate the role and organization of various community, state, and regional health agencies/services.
- b. analyze the effectiveness of local, state, and regional health resources.
- c. investigate the availability of health products and services at the local, state, and regional levels.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>list health-organization activities at the international, national, state, and local level, e.g., American Heart Association, Red Cross.</li> <li>evaluate claims made by promoters of health care products and services.</li> <li>outline the medical services available from clinics, hospitals, pharmacies, laboratories, and private offices and at the workplace, e.g., community health nurse.</li> </ol>	<ol style="list-style-type: none"> <li>describe health-organization activities at the international, national, state, and local level, e.g., Cancer Society, Lung Association.</li> <li>develop criteria for selecting health specialists and products from various available sources.</li> <li>determine the medical services available from clinics, hospitals, pharmacies, laboratories, private offices and at the workplace.</li> </ol>	<ol style="list-style-type: none"> <li>evaluate health-organization roles and activities at international, national, state, and local levels, e.g., Centers for Disease Control (CDC).</li> <li>analyze criteria for selecting health specialists and products from various sources.</li> <li>compare the medical services available from clinics, hospitals, pharmacies, laboratories, private offices and at the workplace, e.g., Department of Health.</li> </ol>



# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL TWO:

Students will access and evaluate health information, products, and services.

**INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.**

### 6-8 BENCHMARKS:

- a. analyze various personal situations to determine when professional health services are necessary.
- b. describe options for contacting/obtaining health services.
- c. describe the effects of following or rejecting prescribed/recommended treatment.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. identify situations requiring professional health services for self and family, e.g., treating injuries.</li> <li>2. identify various home, school, and community health services, e.g., support groups.</li> <li>3. explore treatments for a variety of health conditions, e.g., sprains: rest, ice, compression, elevation (RICE).</li> </ol>	<ol style="list-style-type: none"> <li>1. explore situations requiring professional health services for self and family members, e.g., handicapped family member, abuse.</li> <li>2. determine ways to access home, school, and community health services.</li> <li>3. describe the necessity of using prescribed and over-the-counter drugs appropriately, e.g., adhering to the prescribed dosage, duration.</li> </ol>	<ol style="list-style-type: none"> <li>1. describe personal and family situations requiring professional health services, e.g., eating disorders, and depression.</li> <li>2. access various home, school, and community resources which address specific health needs, e.g., library, Internet.</li> <li>3. describe the effects of improper use of prescribed and/or over-the-counter drugs medications, e.g., taking someone else's medication.</li> </ol>

## SD HEALTH EDUCATION CONTENT STANDARDS 6-8

### STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 1: Students will evaluate health-enhancing behaviors which promote wellness.**

### 6-8 BENCHMARKS:

- a. distinguish short and long term consequences of risky and harmful behaviors.
- b. analyze how social pressures can influence participation in risk taking behaviors.
- c. analyze personal practices which promote life-long health and well being.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. explore the various effects of risky behavior on health, e.g., sedentary lifestyle/ obesity, poor athletic performance.</li> <li>2. identify examples of peer pressure which result in risky behaviors, e.g., use of alcohol, other drugs.</li> <li>3. identify various techniques to promote life-long wellness, e.g., eating a well-balanced diet, regular physical activity.</li> </ol>	<ol style="list-style-type: none"> <li>1. investigate short and long term effects of risky behavior on health, e.g., tobacco use /bad breath, addiction;</li> <li>2. describe examples of peer and family influences which result in risky behaviors, e.g., use of tobacco by parent or older sibling.</li> <li>3. explore various techniques to promote life-long wellness, e.g., anger management.</li> </ol>	<ol style="list-style-type: none"> <li>1. describe short and long term effects of risky behavior on health, e.g., alcohol/FAS; sexual activity/STDs; smoking/lung disease.</li> <li>2. analyze types of peer pressure which result in risky behaviors, e.g., use of alcohol, other drugs, sexual activity.</li> <li>3. utilize various techniques to promote life-long wellness, e.g., stress management, wearing seatbelts/helmets.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 2: Students will evaluate processes and strategies for achieving and maintaining personal health goals.**

### 6-8 BENCHMARKS:

- a. explore personal health and well being on a regular basis.
- b. compare different health plans for achieving and maintaining good health.
- c. analyze personal health progress and adjust behaviors as needed.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. explore the uses of personal health inventories.</li> <li>2. explore various strategies used to promote or maintain personal health.</li> <li>3. adapt a personal health improvement plan which includes goals and activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. investigate health inventories and how they can be used.</li> <li>2. research various personal improvement strategies which promote health.</li> <li>3. design a personal health improvement plan with short term goals and activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. conduct a personal health inventory to determine short and long term goals.</li> <li>2. evaluate various personal improvement strategies which promote or maintain health.</li> <li>3. evaluate progress toward achieving/maintaining personal health.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL THREE:

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 3: Students will evaluate the role of personal responsibility in health-related decisions.**

### 6-8 BENCHMARKS:

- a. describe how personal choices can impact long range health.
- b. demonstrate individual responsibility in health-related decisions/choices.
- c. model an age-appropriate healthy lifestyle.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>define cause/effect health practices and relationships which affect wellness.</li> <li>explore how current decisions can have long-range effects on one's health.</li> <li>realize that individuals are responsible for decisions concerning personal health.</li> </ol>	<ol style="list-style-type: none"> <li>investigate the cause/effect relationship between decisions and wellness.</li> <li>explain how current decisions have long-range effects on one's growth, development, and health.</li> <li>conclude how/why individuals are responsible for decisions concerning personal health.</li> </ol>	<ol style="list-style-type: none"> <li>analyze the cause/effect relationship between decisions and wellness.</li> <li>recognize that current decisions have long-range effects because one's health changes with growth, maturity, and experiences.</li> <li>model ways in which individuals are responsible for decisions concerning personal health.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

**STANDARD/GOAL FOUR:** Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 1:** Students will evaluate how communication affects relationships with family, peers, and community.

### 6-8 BENCHMARKS:

- a. demonstrate communication skills that build and maintain healthy relationships.
- b. choose appropriate communication techniques when interacting with family, peers, and community.
- c. model effective interpersonal communication skills.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. identify communication skills necessary for meaningful interpersonal relationships, e.g., being honest and respectful.</li> <li>2. recognize that communication is different within the family, with peers, and/or in public.</li> <li>3. examine communication skills which lead to empowerment in various situations, e.g., e.g., persuading others to handle conflict nonviolently.</li> </ol>	<ol style="list-style-type: none"> <li>1. investigate communication skills necessary for positive, worthwhile interpersonal relationships, e.g., building and maintaining open lines of communication.</li> <li>2. describe various ways communication is different within the family, with peers, and/or in public.</li> <li>3. explore strategies to improve the quality and effectiveness of interpersonal communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. use communication skills necessary for positive, meaningful interpersonal relationships.</li> <li>2. analyze why communication is different or varies within the family, with peers, and/or in public.</li> <li>3. demonstrate techniques which improve clarity and effectiveness of interpersonal communication in various situations, e.g., eye contact, reflective listening.</li> </ol>

## **SD HEALTH EDUCATION CONTENT STANDARDS 6-8**

### **STANDARD FOUR:**

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 2: Students will evaluate and select effective communication skills which enhance personal health.**

### **6-8 BENCHMARKS:**

- a. demonstrate healthy ways to express needs, wants, and feelings.
- b. determine behaviors/situations which create bridges and barriers to effective communication.
- c. use relevant and appropriate terminology when discussing health issues.

### **Sample Grade Level Objectives/Activities:**

<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<ol style="list-style-type: none"><li>1. recognize the importance of expressing personal problems and the need for assistance.</li><li>2. identify various barriers encountered when discussing personal health issues.</li><li>3. identify and define correct terminology related to health topics.</li></ol>	<ol style="list-style-type: none"><li>1. explore ways to express personal problems and ask for assistance.</li><li>2. investigate strategies which help overcome barriers when communicating, e.g., respect the values of others, listening skills.</li><li>3. practice the effective use of health terminology when discussing health issues, e.g., body systems.</li></ol>	<ol style="list-style-type: none"><li>1. develop skill in expressing personal problems and in asking for assistance.</li><li>2. use strategies to overcome barriers when communicating, e.g., showing respect for values of others, being empathetic.</li><li>3. examine effective ways to communicate about health considerations and issues, e.g., peers, parents, health care providers.</li></ol>

## SD HEALTH EDUCATION CONTENT STANDARDS 6-8

### STANDARD/GOAL FOUR:

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 3: Students will analyze conflict and engage in healthy communication and resolution strategies.**

### 6-8 BENCHMARKS:

- a. analyze the positive and negative aspects of conflict in everyday situations.
- b. demonstrate effective conflict resolution strategies.
- c. demonstrate communication skills used to avoid potentially harmful situations.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"><li>1. explore the extent of conflict among youth in schools.</li><li>2. identify various effective conflict resolution techniques, e.g., finding a compromise.</li><li>3. define and practice collaboration, negotiation, and/or refusal skills.</li></ol>	<ol style="list-style-type: none"><li>1. investigate the possible causes of conflict among youth in schools.</li><li>2. explore various strategies for solving interpersonal conflicts, e.g., conflict resolution techniques</li><li>3. describe how and why collaboration, negotiation, and/or refusal skills are used to avoid harmful situations.</li></ol>	<ol style="list-style-type: none"><li>1. analyze the possible causes of conflict among youth in schools and communities.</li><li>2. analyze the effectiveness of various conflict resolution strategies/methods.</li><li>3. model strategies used to solve interpersonal conflicts without harming self or others, e.g., collaboration, negotiation, and/or refusal skills.</li></ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 1: Students will analyze community and environmental health issues based on valid and reliable information.**

### 6-8 BENCHMARKS:

- a. describe and rank community and environmental health issues.
- b. analyze information/data to support or refute the cause/effect of various health issues.
- c. describe how medical advances affect the community and environment.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. examine how local communities address important health issues.</li> <li>2. determine how the local community prioritizes health issues.</li> <li>3. explore ways to evaluate health information.</li> <li>4. determine medical advancements that have influenced local health.</li> </ol>	<ol style="list-style-type: none"> <li>1. research how local and state community's address major health issues.</li> <li>2. describe how communities prioritize health issues according to cost and human need.</li> <li>3. describe how to evaluate health information for reliability and validity.</li> <li>4. research how medical and other scientific advancements have affected the health of the local community and environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. research how local, state, and national communities address critical health issues.</li> <li>2. analyze how communities can equitably prioritize health issues according to cost and human need.</li> <li>3. evaluate health information for reliability, validity, or usefulness.</li> <li>4. analyze how medical and scientific advancements impact the present and future health of the local community and environment.</li> </ol>



# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 2: Students will evaluate the impact of strategies to address community and environmental health issues.**

### 6-8 BENCHMARKS:

- a. examine and adopt/adapt various plans designed to address community health issues.
- b. determine resources needed to implement community and environmental health plans/strategies.
- c. investigate the impact of past health plans/strategies on current populations/environments.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. explore various plans developed to address health and/or environmental issues.</li> <li>2. identify the resources needed to implement and maintain a plan designed to target a school health issue, e.g., student tobacco use.</li> <li>3. explore various health and environmental protection policies.</li> </ol>	<ol style="list-style-type: none"> <li>1. determine the effectiveness of various plans developed to address major health and/or environmental issues.</li> <li>2. determine the financial and human resources needed to address a local/regional health and/or environmental issue, e.g., water quality.</li> <li>3. describe the role of health and environmental protection policies.</li> </ol>	<ol style="list-style-type: none"> <li>1. compare/contrast the effectiveness of various plans developed nationwide to address pertinent health and/or environmental issues.</li> <li>2. describe the financial, human, and governmental resources needed to address a regional/national health and/or environmental issue, e.g., AIDS.</li> <li>3. analyze the effectiveness of present health and environmental protection policies.</li> </ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## 6-8

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 3: Students will advocate and support practices which promote a healthy community and environment.**

### 6-8 BENCHMARKS:

- a. investigate methods used to influence others in making healthy choices.
- b. choose and model health advocacy strategies for families, schools, and communities.
- c. collaborate with others to investigate the need for equitable health care for all.

### Sample Grade Level Objectives/Activities:

Sixth Grade	Seventh Grade	Eighth Grade
<ol style="list-style-type: none"> <li>1. explore health messages to be presented to a particular audience, e.g., seat belts, bicycle helmets.</li> <li>2. explore how various communication tools/network support community health-related endeavors, e.g., newsletters, advertising.</li> <li>3. support and work cooperatively with peers to promote healthy families, e.g., volunteer time, energy, or other resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. adapt health messages and communication to meet the characteristics of a particular audience, e.g., harassment, protective gear.</li> <li>2. adapt a network to communicate and support health-related community accomplishments and efforts, e.g., student letter writing campaign, posters.</li> <li>3. donate time and resources while working with others to overcome challenging community health issues, e.g., Hoops for Heart.</li> </ol>	<ol style="list-style-type: none"> <li>1. evaluate health messages and communication techniques to meet the characteristics of a particular audience, e.g., alcohol, dating issues.</li> <li>2. design a network to communicate and support health-related community accomplishments and efforts, e.g., student network groups, and electronic networks.</li> <li>3. develop and implement a collaborative project which promotes health for families and peers, e.g., a community health fair.</li> </ol>

## **SD HEALTH EDUCATION STANDARDS**

### **Performance Criteria: Application of Knowledge**

#### **STANDARD ONE: Students will understand health promotion and disease prevention concepts and practices.**

##### **ADVANCED:**

- The student consistently identifies how his/her personal behavior affects the well-being of others and avoids those behaviors which are disrespectful or have a negative impact; s/he continuously reflects on and evaluates personal health practices and positively embraces or adapts to change to achieve an optimum level of wellness; the student willingly and consistently accepts responsibility for being a positive, contributing family member and role model.
- The student consistently exhibits a high degree of knowledge about the structure, function, and interdependence of the body's systems; s/he thoroughly describes the interrelationships among physical, mental, emotional, and social health and continually demonstrates a positive balance; the student clearly articulates the characteristics of a healthy body and constantly strives for personal wellness.
- The student regularly researches various health promotion and disease prevention issues and practices; s/he effectively analyzes medical research, governmental regulations, and public health policies to verify validity, reliability, and accuracy of information; the student consistently uses valid information to make positive, personal health decisions and engage in lifestyle practices which support disease prevention.

##### **PROFICIENT:**

- The student frequently identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful or have a negative impact; s/he usually reflects on personal health practices and positively adapts to change to achieve an acceptable level of wellness; the student usually accepts responsibility for being a contributing family member and role model.
- The student generally exhibits an adequate level of knowledge about the structure, function, and interdependence of the body's systems; s/he describes the fundamental interrelationship among physical, mental, emotional, and social health and generally demonstrates a positive balance; the student articulates the characteristics of a healthy body and usually strives for personal wellness.
- The student generally researches various health promotion and disease prevention models; s/he adequately analyzes medical research, governmental regulations, and public health policies to verify validity and accuracy of information; the student frequently uses valid information to make personal health decisions and engage in practices, which support disease prevention.

##### **BASIC:**

- The student occasionally identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful; s/he seldom reflects on personal health practices which affect wellness; the student inconsistently accepts responsibility for being a contributing family member.
- The student exhibits a limited degree of knowledge about the structure, function, and interdependence of the body's systems; s/he provides limited descriptions of the interrelationships among physical, mental, emotional, and social health; the student occasionally articulates some of the characteristics of a healthy body.
- The student occasionally researches health promotion and disease prevention models; s/he periodically reviews medical research, governmental regulations, and public health policies; the student sometimes uses valid information to make personal health decisions.

**STANDARD THREE: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.**

**ADVANCED:**

- The student consistently recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he effectively communicates that wellness is maintaining a balance of health components; the student accurately describes health-enhancing behaviors and makes decisions which promote wellness and decrease health risks.
- The student consistently and thoroughly researches programs which promote lifelong wellness; s/he objectively compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student consistently selects and adjusts strategies to achieve and maintain life-long health.
- The student clearly articulates how personal decisions affect present and future health and wellness; s/he consistently accepts responsibility for personal health; the student consistently exemplifies positive health behaviors and advocates healthy lifestyle choices.

**PROFICIENT:**

- The student generally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he routinely communicates that wellness is maintaining a balance of health components; the student clearly describes health-enhancing behaviors and makes decisions which decrease health risks.
- The student routinely researches programs which promote lifelong wellness; s/he usually compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student usually selects and adjusts strategies to achieve and maintain life-long health.
- The student generally describes how personal decisions affect present and future health and wellness; s/he frequently accepts responsibility for personal health; the student routinely exemplifies positive health behaviors and advocates healthy lifestyle choices.

**BASIC:**

- The student occasionally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he occasionally communicates that wellness is maintaining a balance of health components; the student identifies some health-enhancing behaviors which decrease health risks.
- The student occasionally researches programs which promote lifelong wellness; s/he compares some health-enhancing strategies to determine those which provide personal benefit; the student identifies and uses some strategies to achieve and maintain life-long health.
- The student occasionally describes how personal decisions affect present and future health and wellness; s/he accepts some responsibility for personal health; the student occasionally models positive health behaviors.

## **STANDARD FOUR: Students will use interpersonal communication skills to enhance personal health.**

### **ADVANCED:**

- The student clearly articulates the importance of effective communication in interpersonal relationships; s/he consistently models appropriate communication techniques when interacting with peers, family, and others; the student routinely assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student consistently analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he consistently demonstrates effective techniques to express needs, wants, and feelings; s/he consistently uses appropriate vocabulary/terminology when discussing health issues.
- The student routinely analyzes the positive and negative aspects of conflict; s/he systematically examines conflict situations and determines effective communication strategies; the student insightfully selects and consistently uses appropriate refusal, negotiation, and collaboration skills.

### **PROFICIENT:**

- The student generally explains the importance of effective communication in interpersonal relationships; s/he usually models appropriate communication techniques when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student generally analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he usually demonstrates effective techniques to express needs, wants, and feelings; s/he routinely uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally analyzes the positive and negative aspects of conflict; s/he frequently examines conflict situations and determines effective communication strategies; the student carefully selects and periodically uses appropriate refusal, negotiation, and collaboration skills.

### **BASIC:**

- The student occasionally describes the importance of effective communication in interpersonal relationships; s/he sometimes models appropriate communication when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication.
- The student occasionally describes mental, emotional, and social bridges/barriers to effective, positive communication; s/he occasionally demonstrates effective techniques to express needs, wants, and feelings; s/he sometimes uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally recognizes the positive and negative aspects of conflict; s/he usually identifies conflict situations and sometimes determines effective communication strategies; the student sometimes uses appropriate refusal, negotiation, and collaboration skills.

## **STANDARD TWO: Students will access and evaluate health information, products and services.**

### **ADVANCED:**

- The student extensively analyzes the influence of different cultural perspectives on personal health; s/he continuously researches the moral and ethical implications of health-related technological advances; the student independently recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student continuously identifies and evaluates health-related products, services, and information available locally, regionally, nationally, or globally; s/he accurately describes how/where to access health-related services, products, and information; the student consistently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively and responsibly analyzes personal health to determine if/when professional services are needed; s/he thoroughly evaluates and appropriately chooses the most effective options in health care treatment; the student clearly articulates a thorough rationale for completing chosen or prescribed treatments.

### **PROFICIENT:**

- The student routinely analyzes the influence of different cultural perspectives on personal health; s/he periodically researches the moral and ethical implications of health-related technological advances; the student generally recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student routinely identifies and evaluates health-related products, services, and information available locally, regionally, or nationally; s/he generally describes how/where to access health-related services, products, and information; the student frequently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively analyzes personal health to determine when professional services are needed; s/he frequently evaluates and appropriately chooses effective options in health care treatment; the student describes a general rationale for completing chosen or prescribed treatments.

### **BASIC:**

- The student occasionally considers the influence of cultural perspectives on personal health; s/he occasionally researches the implications of health-related technological advances; the student occasionally recognizes the influence of media regarding personal health issues.
- The student occasionally identifies health-related products, services, and information available locally and regionally; s/he usually identifies where to access health-related services, products, and information; the student occasionally uses selected criteria to evaluate the benefits of available resources.
- The student occasionally reviews personal health to determine when professional services are needed; s/he occasionally chooses effective options in health care treatment; the student provides a limited rationale for completing chosen or prescribed treatments.

## **STANDARD FIVE: Students will contribute to the health of their families, peers, schools, communities and the environment.**

### **ADVANCED:**

- The student consistently and independently recognizes multiple health issues, which affect the community and environment; the student routinely reviews medical and health-related breakthroughs; s/he effectively analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student continually evaluates global strategies which effectively address community and environmental health issues; s/he effectively collaborates with others to analyze ways to expand or modify various strategies which address community and environmental health issues; the student consistently and objectively analyzes the impact various strategies may have on future populations and environments.
- The student consistently and independently donates time, energy, and resources to improve the health of the community and environment; s/he consistently evaluates health advocacy strategies which impact families, communities, and the environment; the student effectively uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

### **PROFICIENT:**

- The student generally recognizes various health issues, which affect the community and environment; the student usually reviews medical and health-related breakthroughs; s/he generally analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student generally evaluates global strategies, which address community and environmental health issues; s/he usually collaborates with others to analyze ways to modify strategies, which address community and environmental health issues; the student usually analyzes the impact various strategies may have on future populations and environments.
- The student routinely donates time, energy, and resources to improve the health of the community and environment; s/he usually evaluates health advocacy strategies which impact families, communities, and the environment; the student frequently uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

### **BASIC:**

- The student sometimes recognizes selected health issues, which affect the community and environment; the student occasionally reviews medical and health-related breakthroughs; s/he sometimes uses valid and reliable data to determine the cause/effect and significance of pertinent health issues.
- The student occasionally describes strategies, which address community and environmental health issues; s/he sometimes collaborates with others to identify or modify strategies, which address community and environmental health issues; the student occasionally recognizes the impact various strategies may have on future populations and environments.
- The student occasionally donates time and energy to improve the health of the community and environment; s/he sometimes analyzes health advocacy strategies which impact communities and the environment; the student occasionally uses cooperation skills to work with others to support healthy communities and environments.



## SD HEALTH EDUCATION CONTENT STANDARDS Grades 9-12

### **STANDARD/GOAL ONE:**

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 1: Students will evaluate how personal behavior can impact the health of self, peers, and family.**

### **9-12 BENCHMARKS:**

- a. model appropriate ways to express feelings when interacting with others.
- b. evaluate and model a variety of positive, personal hygienic practices.
- c. evaluate the impact of various health practices on self and family.

**Sample Grade Level Objectives/Activities:** (These statements are provided only as SAMPLES. There is one, (sometimes two) sample statement per benchmark. In the development of a comprehensive local curriculum, districts must articulate a variety of statements which support the benchmarks at each grade level.)

#### **Ninth-Twelfth Grades**

1. analyze positive ways to manage emotions, e.g., mood swings, loneliness, hurt feelings.
2. evaluate health practices which demonstrate an improved level of health for self and family, e.g., stress management, nutrition, exercise, rest.
3. describe how personal actions can delay the onset and reduce the risks of potential health problems during adulthood.
4. analyze the reasons for a comprehensive plan regarding the routine maintenance of personal hygiene, e.g., regular dental and eye exams, immunizations, breast self-exam, testicular self-exam, Pap smear.
5. describe support systems which deal with emotional health issues, e.g., counseling groups, support groups, AA.
6. analyze various ways people cope with family challenges, e.g., injury or death of family members, loss of a job, divorce.





## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL ONE:**

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 2: Students will evaluate the impact of mental, emotional, social, and physical health on various interrelated body systems.**

#### **9-12 BENCHMARKS:**

- a. analyze the impact of personal health behaviors on the functioning of body systems.
- b. model practices which enhance personal, emotional, social, and physical well being.
- c. determine how to delay and/or reduce potential health problems during adulthood.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ol style="list-style-type: none"><li>1. analyze how the interdependence of the body systems can be altered or interrupted by personal behavior, e.g., alcohol use, tobacco use, STDs, sports injury, nutrition.</li><li>2. analyze factors which affect lifelong personal wellness, e.g., assertiveness vs. aggressiveness, substance use.</li><li>3. evaluate the interrelationship of mental, emotional, social, and physical health, e.g., the need for balance.</li><li>4. model ways to avoid and reduce threatening situations, e.g., conflict resolution, assertiveness training.</li></ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## Grades 9-12

### STANDARD/GOAL ONE:

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 3: Students will analyze how medical research, government regulations, and public health policies influence health promotion and disease.**

### 9-12 BENCHMARKS:

- a. evaluate the impact of national and international medical research.
- b. evaluate the impact of health requirements and policies which affect personal, family, and community health.
- c. analyze various genetic conditions and health practices which may influence the cause or prevention of diseases.

### Sample Grade Level Objectives/Activities

#### Ninth-Twelfth Grades

1. evaluate how medical research/advancements affect the prevention and control of health problems, e.g., genetic research, and aging.
2. evaluate the ethical implications of current medical research or practice, e.g., doctor assisted suicide.
3. evaluate the effects of public health policies and government regulations on society, e.g., HMO's, immunization requirements, health certification.
4. analyze the impact of family or ethnic genetic conditions on personal health, e.g., obesity, alcoholism, cancer, asthma, heart disease.
5. describe ways public health laws protect consumer health, e.g., tainted food products, food handling procedures, FDA labeling and approval.
6. use various technologies to explore recent medical advancements.

# **SD HEALTH EDUCATION CONTENT STANDARDS**

## **Grades 9-12**

### **STANDARD/GOAL TWO:**

Students will access and evaluate health information, products, and services.

**INDICATOR 1: Students will evaluate the impact of culture, media, and technology on personal health decisions and practices.**

### **9-12 BENCHMARKS:**

- a. evaluate how cultural diversity enriches and challenges health behaviors.
- b. evaluate the effect of media on personal, family, and community health.
- c. evaluate the impact of technology on personal, family, community health.

### **Sample Grade Level Objectives/Activities:**

#### **Ninth-Twelfth Grades**

1. analyze how various cultural/religious philosophies influence health practices, e.g., early marriages, birth control, immunization, diet.
2. evaluate the influence of media/advertising on health-related behavior of consumers, e.g., alcohol consumption, tobacco use, sexual activity.
3. evaluate the impact technological advancements have had on medical practices and procedures, e.g., breast cancer surgery, organ transplants, corrective eye surgery.
4. investigate interactive technologies used for disease prevention and health promotion, e.g., nutrition analysis, body composition, stress management/burnout potential.

## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL TWO:**

Students will access and evaluate health information, products, and services.

**INDICATOR 2: Students will evaluate community, state, regional, and global resources that provide health products, services, and information.**

#### **9-12 BENCHMARKS:**

- a. analyze the role and organization of various universal health agencies/services.
- b. evaluate the effectiveness of various world-health resources.
- c. evaluate the availability of health products and services around the world.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ol style="list-style-type: none"><li>1. analyze the interrelationships among various international, national, state, and local health organizations, e.g., World Health Organization, National Institute of Health, Centers for Disease Control.</li><li>2. compare/contrast the medical services available in various countries, e.g., socialized medicine.</li><li>3. describe the procedure involved in selecting a healthcare specialist based on a specific health problem.</li><li>4. determine the health products and services available in the community for specific health problems.</li></ol>

## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL TWO:**

Students will understand health promotion and disease prevention concepts and practices.

**INDICATOR 3: Students will analyze and evaluate situations requiring professional health services.**

#### **9-12 BENCHMARKS:**

- a. evaluate various family and community situations which require professional health services.
- b. analyze options for contacting/obtaining professional health services.
- c. evaluate the effects of following/deviating from prescribed treatment.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ol style="list-style-type: none"><li>1. investigate personal and family situations requiring professional health services, e.g., alcohol dependence, family violence, suicidal tendencies, and mental illness.</li><li>2. evaluate the quality of various resources which address specific health needs, e.g., library, Internet, periodicals.</li><li>3. describe the effects of long term use/abuse of prescribed and/or over-the-counter drugs medications, e.g., aspirin, steroids, antibiotics.</li><li>4. investigate the potential use/effects of alternative medicine, e.g., acupuncture, chelation therapy, herbal therapy, massage therapy.</li></ol>

# **SD HEALTH EDUCATION CONTENT STANDARDS**

## **Grades 9-12**

### **STANDARD/GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 1: Students will evaluate health-enhancing behaviors which promote wellness.**

### **9-12 BENCHMARKS:**

- a. analyze the short and long term consequences of risky and harmful behaviors.
- b. evaluate how social pressures can influence participation in risk taking behaviors.
- c. evaluate personal practices which promote life-long health and well being.

### **Sample Grade Level Objectives/Activities:**

#### **Ninth-Twelfth Grades**

1. evaluate the mental, emotional, and physical effects of risky behavior on health, e.g., drug use, sexual activity.
2. evaluate examples of social pressure which result in risky behaviors, e.g., drinking and driving, fad diets.
3. analyze various techniques which promote life-long wellness, e.g., time management, fitness.
4. investigate prevention strategies which improve or maintain quality of life, e.g., regular medical check-ups, assertiveness training.
5. analyze the cost effectiveness of maintaining good health.
6. analyze the results of the South Dakota Youth Risk Behavior Survey (YRBS).
7. evaluate personal practices that prevent and control the spread of communicable diseases, e.g., washing hands, staying home when sick, abstinence, STD prevention.

# **SD HEALTH EDUCATION CONTENT STANDARDS**

## **Grades 9-12**

### **STANDARD/GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 2: Students will evaluate strategies for achieving and maintaining personal goals.**

### **9-12 BENCHMARKS:**

- a. evaluate personal health and well being on a routine basis.
- b. originate a personal health plan for achieving and maintaining optimum health.
- c. assess personal health goals and adjust behaviors/practices appropriately.

### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ul style="list-style-type: none"><li>1. maintain a personal health inventory to achieve short and long term goals.</li><li>2. evaluate and implement various improvement strategies which promote or maintain personal health.</li><li>3. determine and implement life-style adjustments necessary to maintain personal health, e.g., adequate rest, proper eating habits.</li><li>4. evaluate the relationship between regular physical activity and weight management.</li></ul>

## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL THREE:**

Students will understand the benefits of practicing health-enhancing behaviors which reduce health risks.

**INDICATOR 3: Students will evaluate the role of personal responsibility in health-related decisions.**

#### **9-12 BENCHMARKS:**

- a. analyze how personal choices can impact long range health.
- b. model personal responsibility in health-related choices/decisions.
- c. exemplify a positive and healthy lifestyle.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ul style="list-style-type: none"><li>1. evaluate one's own values and standards for personal health behavior.</li><li>2. evaluate the long term benefits and risks of personal health choices/decisions.</li><li>3. demonstrate the ability to monitor progress toward achieving a healthy lifestyle, e.g., behavior change contract, behavior journal.</li><li>4. develop a presentation describing the benefits of a healthy lifestyle, e.g., High School students assist in presenting DARE program, Improv, peer education.</li></ul>



## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL FOUR:**

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 1: Students will evaluate how communication affects relationships with family, peers, and community.**

#### **9-12 BENCHMARKS:**

- a. analyze how communication skills are used to build and maintain healthy relationships.
- b. model effective communication techniques when interacting with family, peers, and community.
- c. assess effectiveness of interpersonal communication skills and adjust appropriately.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ol style="list-style-type: none"><li>1. demonstrate communication techniques which facilitate positive interaction with family, peers, and others.</li><li>2. demonstrate interactive communication skills, e.g., "I" message, eye contact, body language, tone.</li><li>3. investigate the role personalities play in interpersonal communication.</li><li>4. determine techniques to check for listener understanding.</li><li>5. determine causes of misinterpretation in interpersonal communication.</li></ol>

## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL FOUR:**

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 2: Students will evaluate and select effective communication skills which enhance personal health.**

#### **9-12 BENCHMARKS:**

- a. model healthy ways to express needs, wants, and feelings.
- b. analyze behaviors/situations which create bridges and barriers to effective communication.
- c. use pertinent and descriptive terminology when discussing health issues.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ul style="list-style-type: none"><li>1. demonstrate skill in expressing personal problems and in seeking assistance.</li><li>2. evaluate and select effective strategies to overcome communication barriers, e.g., respect for values of others, empathy.</li><li>3. demonstrate ways to effectively describe health issues/problems, e.g., correct anatomical terms, knowledge of health-related acronyms.</li></ul>

## **SD HEALTH EDUCATION CONTENT STANDARDS**

### **Grades 9-12**

#### **STANDARD/GOAL FOUR:**

Students will use interpersonal communication skills to enhance personal health.

**INDICATOR 3: Students will analyze conflict and engage in healthy communication and resolution strategies.**

#### **9-12 BENCHMARKS:**

- a. evaluate the effects of conflict in various situations/relationships.
- b. analyze and select situationally appropriate resolution strategies.
- c. model refusal, negotiation, and collaboration skills to avoid potentially harmful situation.

#### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ol style="list-style-type: none"><li>1. evaluate the basic causes of conflict in society, e.g., attitude, power issues.</li><li>2. investigate differing values as cause of conflict with others.</li><li>3. analyze the effectiveness of communication in a variety of conflict situations, e.g., assertiveness vs. aggressiveness, listening skills</li><li>4. develop refusal skills regarding peer pressure.</li><li>5. model negative and positive approaches to handle conflict, e.g., negotiation, manipulation.</li><li>6. analyze and demonstrate conflict situations to identify the causes, warning signs, rights issues, values, tolerance, and expectations.</li></ol>

# **SD HEALTH EDUCATION CONTENT STANDARDS**

## **Grades 9-12**

### **STANDARD/GOAL FIVE:**

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 1: Students will analyze various community and environmental issues based on valid and reliable information.**

### **9-12 BENCHMARKS:**

- a. analyze and prioritize community and environmental health issues
- b. evaluate information/data to support or refute the cause/effect and significance of health issues
- c. analyze the impact/magnitude of national and international medical breakthroughs

### **Sample Grade Level Objectives/Activities:**

#### **Ninth-Twelfth Grades**

1. debate the prioritization of health issues in society based on a variety of criteria, e.g., cost, human need, gender.
2. analyze how medical and scientific advancements impact the health of society.
3. research and analyze global health issues and the impact on personal health, e.g., HIV/AIDS, nutrition, global warming.
4. compare and contrast various viewpoints regarding critical health issues, e.g., environmental health, culture.
5. investigate a variety of health information sources using modern technologies relating to reliability, validity, or usefulness.

# **SD HEALTH EDUCATION CONTENT STANDARDS**

## **Grades 9-12**

### **STANDARD/GOAL FIVE:**

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 2: Students will evaluate the impact of strategies used to address community and environmental health issues.**

### **9-12 BENCHMARKS:**

- a. create, modify, or expand plans to address various community and environmental health issues.
- b. select and obtain appropriate resources needed to implement community and environmental plans/strategies.
- c. analyze the impact various health plans/strategies may have on future populations and environments.

### **Sample Grade Level Objectives/Activities:**

<b>Ninth-Twelfth Grades</b>
<ol style="list-style-type: none"><li>1. investigate the financial, human, and governmental resources needed to address a world health and/or environmental issue, e.g., natural disasters.</li><li>2. debate health and environmental protection policies, e.g., effectiveness, cost, feasibility.</li><li>3. investigate global strategies used to address health issues, e.g., National Institute of Health, World Health Organization, Centers for Disease Control.</li><li>4. select and evaluate a current community strategy to address health issues.</li><li>5. investigate reasons prohibiting individuals from addressing health issues, e.g., financial resources, fear, enormity of the problem, cultural/religious views.</li></ol>

# SD HEALTH EDUCATION CONTENT STANDARDS

## Grades 9-12

### STANDARD/GOAL FIVE:

Students will contribute to the health of their families, peers, schools, communities, and the environment.

**INDICATOR 3: Students will advocate and support practices which promote a healthy community and environment.**

### 9-12 BENCHMARKS:

- a. model positive behaviors which influence and support others in making healthy choices.
- b. evaluate and modify health advocacy strategies for families, schools, and communities.
- c. collaborate with others to develop policies/ regulations which support equitable health care for all.

### Sample Grade Level Objectives/Activities:

Ninth-Twelfth Grades
<ol style="list-style-type: none"><li>1. design a web page to communicate and support health-related community accomplishments and efforts.</li><li>2. develop and implement a collaborative project which promotes health for families and peers, e.g., a community health fair.</li><li>3. serve as mentor by articulating to others the benefits of a healthy lifestyle, e.g., DARE program, Improv, peer education</li><li>4. select and implement a plan to address an environmental health issue, e.g., recycling.</li><li>5. Evaluate and support a current community health program/project, e.g., suicide prevention efforts, Earth Day activities, wellness programs.</li><li>6. Investigate policies/regulations which affect an individual's access to quality health care, e.g., minority populations, economically disadvantaged.</li></ol>

## **SD HEALTH EDUCATION STANDARDS**

### **Performance Criteria: Application of Knowledge**

#### **STANDARD ONE: Students will understand health promotion and disease prevention concepts and practices.**

##### **ADVANCED:**

- The student consistently identifies how his/her personal behavior affects the well-being of others and avoids those behaviors which are disrespectful or have a negative impact; s/he continuously reflects on and evaluates personal health practices and positively embraces or adapts to change to achieve an optimum level of wellness; the student willingly and consistently accepts responsibility for being a positive, contributing family member and role model.
- The student consistently exhibits a high degree of knowledge about the structure, function, and interdependence of the body's systems; s/he thoroughly describes the interrelationships among physical, mental, emotional, and social health and continually demonstrates a positive balance; the student clearly articulates the characteristics of a healthy body and constantly strives for personal wellness.
- The student regularly researches various health promotion and disease prevention issues and practices; s/he effectively analyzes medical research, governmental regulations, and public health policies to verify validity, reliability, and accuracy of information; the student consistently uses valid information to make positive, personal health decisions and engage in lifestyle practices which support disease prevention.

##### **PROFICIENT:**

- The student frequently identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful or have a negative impact; s/he usually reflects on personal health practices and positively adapts to change to achieve an acceptable level of wellness; the student usually accepts responsibility for being a contributing family member and role model.
- The student generally exhibits an adequate level of knowledge about the structure, function, and interdependence of the body's systems; s/he describes the fundamental interrelationship among physical, mental, emotional, and social health and generally demonstrates a positive balance; the student articulates the characteristics of a healthy body and usually strives for personal wellness.
- The student generally researches various health promotion and disease prevention models; s/he adequately analyzes medical research, governmental regulations, and public health policies to verify validity and accuracy of information; the student frequently uses valid information to make personal health decisions and engage in practices, which support disease prevention.

##### **BASIC:**

- The student occasionally identifies how his/her personal behavior affects the well-being of others and recognizes behaviors which are disrespectful; s/he seldom reflects on personal health practices which affect wellness; the student inconsistently accepts responsibility for being a contributing family member.
- The student exhibits a limited degree of knowledge about the structure, function, and interdependence of the body's systems; s/he provides limited descriptions of the interrelationships among physical, mental, emotional, and social health; the student occasionally articulates some of the characteristics of a healthy body.
- The student occasionally researches health promotion and disease prevention models; s/he periodically reviews medical research, governmental regulations, and public health policies; the student sometimes uses valid information to make personal health decisions.

## **STANDARD TWO: Students will access and evaluate health information, products and services.**

### **ADVANCED:**

- The student extensively analyzes the influence of different cultural perspectives on personal health; s/he continuously researches the moral and ethical implications of health-related technological advances; the student independently recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student continuously identifies and evaluates health-related products, services, and information available locally, regionally, nationally, or globally; s/he accurately describes how/where to access health-related services, products, and information; the student consistently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively and responsibly analyzes personal health to determine if/when professional services are needed; s/he thoroughly evaluates and appropriately chooses the most effective options in health care treatment; the student clearly articulates a thorough rationale for completing chosen or prescribed treatments.

### **PROFICIENT:**

- The student routinely analyzes the influence of different cultural perspectives on personal health; s/he periodically researches the moral and ethical implications of health-related technological advances; the student generally recognizes and evaluates the influence of media regarding personal health issues and decisions.
- The student routinely identifies and evaluates health-related products, services, and information available locally, regionally, or nationally; s/he generally describes how/where to access health-related services, products, and information; the student frequently uses pre-determined criteria to evaluate the benefits and limitations of available resources.
- The student objectively analyzes personal health to determine when professional services are needed; s/he frequently evaluates and appropriately chooses effective options in health care treatment; the student describes a general rationale for completing chosen or prescribed treatments.

### **BASIC:**

- The student occasionally considers the influence of cultural perspectives on personal health; s/he occasionally researches the implications of health-related technological advances; the student occasionally recognizes the influence of media regarding personal health issues.
- The student occasionally identifies health-related products, services, and information available locally and regionally; s/he usually identifies where to access health-related services, products, and information; the student occasionally uses selected criteria to evaluate the benefits of available resources.
- The student occasionally reviews personal health to determine when professional services are needed; s/he occasionally chooses effective options in health care treatment; the student provides a limited rationale for completing chosen or prescribed treatments.



**STANDARD THREE: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.**

**ADVANCED:**

- The student consistently recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he effectively communicates that wellness is maintaining a balance of health components; the student accurately describes health-enhancing behaviors and makes decisions which promote wellness and decrease health risks.
- The student consistently and thoroughly researches programs which promote lifelong wellness; s/he objectively compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student consistently selects and adjusts strategies to achieve and maintain life-long health.
- The student clearly articulates how personal decisions affect present and future health and wellness; s/he consistently accepts responsibility for personal health; the student consistently exemplifies positive health behaviors and advocates healthy lifestyle choices.

**PROFICIENT:**

- The student generally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he routinely communicates that wellness is maintaining a balance of health components; the student clearly describes health-enhancing behaviors and makes decisions which decrease health risks.
- The student routinely researches programs which promote lifelong wellness; s/he usually compares health-enhancing strategies to determine those which provide the greatest personal benefit; the student usually selects and adjusts strategies to achieve and maintain life-long health.
- The student generally describes how personal decisions affect present and future health and wellness; s/he frequently accepts responsibility for personal health; the student routinely exemplifies positive health behaviors and advocates healthy lifestyle choices.

**BASIC:**

- The student occasionally recognizes the interrelationships of mental, emotional, social, and physical components of health; s/he occasionally communicates that wellness is maintaining a balance of health components; the student identifies some health-enhancing behaviors which decrease health risks.
- The student occasionally researches programs which promote lifelong wellness; s/he compares some health-enhancing strategies to determine those which provide personal benefit; the student identifies and uses some strategies to achieve and maintain life-long health.
- The student occasionally describes how personal decisions affect present and future health and wellness; s/he accepts some responsibility for personal health; the student occasionally models positive health behaviors.

## **STANDARD FOUR: Students will use interpersonal communication skills to enhance personal health.**

### **ADVANCED:**

- The student clearly articulates the importance of effective communication in interpersonal relationships; s/he consistently models appropriate communication techniques when interacting with peers, family, and others; the student routinely assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student consistently analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he consistently demonstrates effective techniques to express needs, wants, and feelings; s/he consistently uses appropriate vocabulary/terminology when discussing health issues.
- The student routinely analyzes the positive and negative aspects of conflict; s/he systematically examines conflict situations and determines effective communication strategies; the student insightfully selects and consistently uses appropriate refusal, negotiation, and collaboration skills.

### **PROFICIENT:**

- The student generally explains the importance of effective communication in interpersonal relationships; s/he usually models appropriate communication techniques when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication and responds appropriately to maintain positive relationships.
- The student generally analyzes mental, emotional, and social bridges/barriers to effective, positive communication; s/he usually demonstrates effective techniques to express needs, wants, and feelings; s/he routinely uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally analyzes the positive and negative aspects of conflict; s/he frequently examines conflict situations and determines effective communication strategies; the student carefully selects and periodically uses appropriate refusal, negotiation, and collaboration skills.

### **BASIC:**

- The student occasionally describes the importance of effective communication in interpersonal relationships; s/he sometimes models appropriate communication when interacting with peers, family, and others; the student occasionally assesses the effectiveness of interpersonal communication.
- The student occasionally describes mental, emotional, and social bridges/barriers to effective, positive communication; s/he occasionally demonstrates effective techniques to express needs, wants, and feelings; s/he sometimes uses appropriate vocabulary/terminology when discussing health issues.
- The student occasionally recognizes the positive and negative aspects of conflict; s/he usually identifies conflict situations and sometimes determines effective communication strategies; the student sometimes uses appropriate refusal, negotiation, and collaboration skills.

**STANDARD FIVE: Students will contribute to the health of their families, peers, schools, communities and the environment.**

**ADVANCED:**

- The student consistently and independently recognizes multiple health issues, which affect the community and environment; the student routinely reviews medical and health-related breakthroughs; s/he effectively analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student continually evaluates global strategies which effectively address community and environmental health issues; s/he effectively collaborates with others to analyze ways to expand or modify various strategies which address community and environmental health issues; the student consistently and objectively analyzes the impact various strategies may have on future populations and environments.
- The student consistently and independently donates time, energy, and resources to improve the health of the community and environment; s/he consistently evaluates health advocacy strategies which impact families, communities, and the environment; the student effectively uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

**PROFICIENT:**

- The student generally recognizes various health issues, which affect the community and environment; the student usually reviews medical and health-related breakthroughs; s/he generally analyzes and uses valid and reliable data to determine the cause/effect, significance, and magnitude of pertinent health issues.
- The student generally evaluates global strategies, which address community and environmental health issues; s/he usually collaborates with others to analyze ways to modify strategies, which address community and environmental health issues; the student usually analyzes the impact various strategies may have on future populations and environments.
- The student routinely donates time, energy, and resources to improve the health of the community and environment; s/he usually evaluates health advocacy strategies which impact families, communities, and the environment; the student frequently uses leadership and cooperation skills to motivate others to actively support healthy communities and environments.

**BASIC:**

- The student sometimes recognizes selected health issues, which affect the community and environment; the student occasionally reviews medical and health-related breakthroughs; s/he sometimes uses valid and reliable data to determine the cause/effect and significance of pertinent health issues.
- The student occasionally describes strategies, which address community and environmental health issues; s/he sometimes collaborates with others to identify or modify strategies, which address community and environmental health issues; the student occasionally recognizes the impact various strategies may have on future populations and environments.
- The student occasionally donates time and energy to improve the health of the community and environment; s/he sometimes analyzes health advocacy strategies which impact communities and the environment; the student occasionally uses cooperation skills to work with others to support healthy communities and environments.



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